

Digital Graphic Design IPR 2016- 2017

LASSEN COMMUNITY COLLEGE

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Digital Graphic Design IPR

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

The Digital Graphic Design program offered at Lassen Community College allows students an opportunity to pursue an education in the global industry of Graphic Design. By offering introductory and intermediate courses, students will find a variety of interests within the expanding field. Students completing the Digital Graphic Design program at Lassen Community College will achieve the necessary skills for an entry-level position, exhibit freelance experience, have their creativity cultivated, and develop the technical/design skills necessary to further their education at a higher-level institution or University.

The Digital Graphic Design program is now in its fifth year of existence. Currently a Transfer Degree in Graphic Design is being developed at the state level and will positively impact the LCC Digital Graphic Design program by adding Transfer Model Curriculum and a transfer degree to the existing program once approved. The new Digital Graphic Design program will include 3-D Modeling and Animation.

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

a. Current Program Objectives

1. Develop the knowledge of basic design principals and how to build client relationships while managing a crew of designers through a task/project from start to finish.
2. Assemble both a tradition and digital portfolio to exhibit your Digital Graphic Design conceptual work to potential employers/clients.
3. Become proficient with industry standard software and Mac computers.

Evaluation: The Digital Graphic Design Title of our program will change to **Graphic Design Program**. The Current Program Objectives will change to the following:

New Program Objectives

Students who complete the Graphic Design Associate Degree will be able to:

1. Analyze, apply and integrate diverse visual practices using current industry standard software.
2. Develop and articulate with proficiency an understanding of visual and multi-cultural literacy.
3. Work independently and cooperatively to solve creative problems, applying critical thinking skills.

The new program objectives align with the goals and vision of the LCC strategic plan.

Goal number 1 covers being current with industry standard software in order to provide Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while

ensuring responsible stewardship of public trust and resources, while also providing Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community. Number 1 also covers Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

By being current with the industry of design and providing multiple opportunities of success through diverse visual practices, students are prepared for both local community needs in design and the larger global community. Stewardship and public trust and resources are then provided through the technology and instruction. The technology provided will also allow technological opportunities to sustain a learning environment.

Goal number 2 and number 3 cover Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Through understanding visual literacy and working through problem solving both independently and in collaboration, barriers will be removed and a new way of thinking through analysis and creative thinking promotes habits of lifelong learning.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

Associate in Science in Digital Graphic Design or the Certificate of Achievement in Digital Graphic Design, upon completion of the student will be able to:

1. Demonstrate knowledge of the current, cultural, historical principles and theories of design, utilize the six-step process of designing and write/present a creative brief to visually solve a problem and complete a graphics task/project within a set deadline.
2. Exhibit technical skill competency while working with industry standard software to solve visual problems for entry-level employment or a career within the Digital Graphic Design/Commercial Art/Visual Communication fields.
3. Assemble several types of portfolios to present to prospective employers and or clients with examples of work spanning the field of Graphic Design both on a traditional and digital level.
4. Develop working client relationships on a professional level by exhibiting leadership skills and utilizing a team of designers to manage graphics projects from start to finish.

Digital Graphic Design Entrepreneurship Certificate of Accomplishment, upon completion of the student will be able to:

Program Student Learning Outcomes

1. Acquire the basic steps and skills necessary to plan, launch, and amplify your own business from finances/accounting to legal requirements.
2. Demonstrate a professional level of customer/client and business relations.
3. Develop a physical/digital portfolio and documents for client preview and business marketing.
4. Apply technical skills learned through the use of various computer information systems.

Evaluation: The Current Digital Graphic Design Program Student Learning Outcomes parallels and supports the LCC District's Strategic Plan. (Attachment 1). Changes to the program will include: changing program name from Digital Graphic Design to Graphic Design, an Associate in Arts program in Graphic Design with new SLO's, eliminating Certificate of Achievement program, reducing Certificate of Accomplishment from three separate tracks to one track with updated SLO's.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

New full-time faculty have been hired for both Fine Art and Graphic Design. No other changes have occurred since last review.

- d. Analyze program-related promotional materials/advertising as appropriate

Program fliers were distributed around campus to advertise available courses in both Fine Art and Graphic Design. Our programs are being advertised through the LCC Outreach Coordinator. The new LCC website will have dedicated pages for each program and will be utilized for both promotion and recruitment. Local outreach has been completed at the high schools in the surrounding areas. This outreach will continue to grow.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. **Change Program Name to Graphic Design and update program objectives and SLO's.**
2. **Complete necessary paperwork to change program to a transfer program from AS to AA in Graphic Design.**
3. **Current courses need some adjustments in course outlines and condensed or renamed.**

Art 28 Introduction to Web Design will switch its focus in software and textbook from Adobe Muse to Adobe Dreamweaver to meet industry standards in web design.

Art 64 Digital Illustration will change to Art 21 Digital Illustration 1.

Art 25 Computer Graphics will change to Art 25 Graphic Design 1.

4. Second level courses and new courses will be created and stacked with current courses to retain students.

Art 22 Digital Illustration 2 will be a stacked course with Art 21 Digital Illustration 1 and will be offered in both the Spring and Fall (See attached course outline).

Art 26 Graphic Design 2 will be a stacked course with Art 25 Graphic Design 1 and will be offered in both the Spring and Fall (See attached course outline).

Art 38 3-D Modeling and Animation will begin in the Fall 2017 and will improve and expand DGD program and improve FTE. Art 38 will replace Art 52 Marketing Yourself as an Artist/Designer in the Fall 2017 schedule. Art 52 will no longer be offered due to lack of FTE and not aligning with the Transfer Model Curriculum for Graphic Design.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

Digital Graphics Design Program Awards by Degree Type and Year

Award	Academic Year Awarded				
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Associate in Science Degree in Digital Graphic Design			1	3	
Certificate of Achievement in Digital Graphic Design					1
Certificate of Accomplishment in Digital Graphic Design Entrepreneurship					
Certificate of Accomplishment in Digital Graphic Design	4				
<u>Grand Total</u>	4	0	1	3	1

- b. Transfer numbers for the last four years

Transfer numbers for previous years to 2016 are unavailable. In 2016, 36.07% of students transferred to a four-year college. The AA/AS rate was

63.93% for Digital Graphic Design. (See page 3/20 on form 2015-16 DGD Student Survey).

- c. Completion, retention and success data for the last four years
See Attachment Digital%20Graphic%20Design-Done and look at tabs enrollment, course completion and success.

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

There is a steady incline in grand total success for the last 3 years minus small dips in the summers. Looking at the award tab, student completion of degree and certificates has fluctuated from year to year.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

Next year, we should have an AA in Graphic Design, the restructuring of program to show hierarchy, and the new 3-D Modeling and Animation class which should provide us with more success in the Graphic Design Program. We also received grant funding for new computer lab which will makes us innovative and current with industry standards.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

1. See Attachment Digital%20Graphic%20Design-Done on tab “SLO Outcomes.”
2. My analysis is that over the 4 years, 641 students were assessed and 569 students met SLO outcomes target and achieved a total of 89% achievement rate! Due to this high achievement, more funding for equipment, updated facilities, continued staffing, will result in expansion of program and higher SLO’s.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Every SLO cycle leads to appropriate instructional changes to meet the identified SLO. In regards to this, no new action is necessary.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

See attachment 2015-16 DGD Student Survey Question Q3 Why are you taking this course? Out of 62 students 51.61% answered it was their core requirement for degree or certificate, while 41.94% answered it was for personal development, and 17.74% answered it was for

elective for degree or certificate, 8.06% stated that it was for continuing education, 3.23% answered it was other, and 1.61% said it was general education course degree or transfer.

Evaluation: this response shows we have some diversity in why students are taking the course. More outreach is needed to continue to grow FTE. We had a total of 62 responses. Main issues included: confusion about hierarchy of courses (30% of students had difficulty following the catalog in terms of which courses to take in what order), and almost 50% of students thought the tables and chairs were inadequate.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

Transfer Model Curriculum for our AA in Graphic Design should clean up hierarchy issues and stacking 2nd level courses with 1st level courses will provide more access. New 3-D Modeling and Animation course will increase FTE along with new computer lab (18 computers) and new chairs. Outreach through website, going to local secondary schools, and social media outreach will need to continue to grow FTE.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education

area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meetings per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

A. DEGREES AND/OR CERTIFICATES

1. The Digital Graphic Design program is in its fifth year of existence, all classes have been analyzed and compared to industry standards and University/Institutes courses. Both the A.S degree and Certificate of Achievement offer courses for the student to better prepare themselves for a career in the competitive world of Graphic Design and/or build skills necessary to continue at a higher level of education. The Certificate of Accomplishment in Entrepreneurship supports the student who wishes to move directly into a career in Graphic Design and/or opening their own business.

Associate in Science degree in Digital Graphic Design and Certificate of Achievement in Digital Graphic Design

At completion of the AS or CA in Digital Graphic Design, the student should be able to:

1. Demonstrate their knowledge of the current, cultural, historical principles and theories of design, utilize the six step process of designing and write/present a creative brief to visually solve a problem and complete a graphics task/project within a set deadline.
2. Exhibit technical skill competency while working with industry standard software to solve visual problems for entry-level employment or a career within the Digital Graphic Design/Commercial Art/Visual Communication fields.
3. Assemble several types of portfolios to present to prospective employers and/or clients with examples of work spanning the field of Graphic Design both on a traditional and digital level.
4. Develop working client relationships on a professional level by exhibiting leadership skills and utilizing a team of designers to manage graphics projects from start to finish.

Associate in Science in Digital Graphic Design

Total Units for the Associate Science Degree: 60 Units

Required Core Courses: 42 Units

Complete the following 36 units:

Course No	Course Title	Units
ART 1A	Two-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 12	Gallery Operation and Exhibition Design	3.0
ART 16	Digital Layout	3.0
ART 19A	Beginning Digital Photography	2.0
ART 23	Beginning Printmaking	3.0
ART 25	Computer Graphics	3.0
ART 28	Introduction to Web Page Design	3.0
ART 51	Lettering Design/Typography	3.0
ART 52	Marketing Yourself as an Artist/Designer	2.0
ART 60A	Production Graphics	3.0
ART 60B	Advanced Production Graphics	2.0
ART 64	Digital Illustration	3.0

Select two or more (for a total of 6 units)

ART 1B	Three-Dimensional Design	3.0
ART 3	Beginning Life Drawing	3.0
ART 4A	Beginning Photography	3.0
ART 49A	Intro to Work Experience	1.0-8.0
ART 49	Work Experience	1.0-8.0
ART 65	Advanced Web Page Design	2.0

Plus General Education Requirements: 18 Units

Certificate of Achievement in Digital Graphic Design

Total Units for Certificate of Achievement: 46 Units

Required Core Courses: 46 Units

Course No	Course Title	Units
Art 1A	Two-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 4A	Beginning Photography	3.0
ART 8	Art Appreciation	3.0
ART 12	Gallery Operation and Exhibition Design	3.0
ART 16	Digital Layout	3.0
ART 19A	Beginning Digital Photography	2.0
ART 23	Beginning Printmaking	3.0
ART 25	Computer Graphics	3.0
ART 28	Introduction to Web Page Design	3.0
ART 49A	Intro to Work Experience	1.0-8.0
ART 49	Work Experience	1.0-8.0
ART 51	Lettering Design/Typography	3.0
ART 52	Marketing Yourself as an Artist/Designer	2.0

ART 60A	Production Graphics	3.0
ART 60B	Advanced Production Graphics	2.0
ART 64	Digital Illustration	3.0
ART 65	Advanced Web Page Design	2.0

Certificate of Accomplishment in Graphic Design

Upon completion of the Certificate of Accomplishment in Graphic Design, the student will be able to:

1. Develop a portfolio of work to present to prospective employers with examples of work in Adobe Illustrator, Photoshop, and InDesign. (Personal/Interpersonal Responsibility)
2. Use basic design principles and industry standard software to solve visual problems at a competency level for entry-level jobs in commercial art/visual communication fields. (Critical Thinking)
3. Use basic design principles and industry standards software to express and individual visual idea effectively to a second party. (Communication, Critical Thinking)

Certificate of Accomplishment in Digital Graphic Design Fast Track I

Total Units for Certificate of Achievement: 16 Units

Required Core Courses: 16

Course No Course Title Units

ART 1A Two-Dimensional Design 3.0

ART 28 Introduction to Web Page Design 3.0

ART 49 Art Work Experience 2.0

ART 52 Marketing Yourself as an Artist/Designer 2.0

ART 60A Production Graphics 3.0

ART 64 Digital Illustration 3.0

Program Student Learning Outcomes

Upon completion of the Certificate of Accomplishment in Digital Graphic Design Fast Track I, the student will be able to:

1. Development of graphic design technology skills needed to begin an entry level career within the field.
2. Development of conceptual design related to the effectiveness of graphic design within the industry.

Certificate of Accomplishment in Digital Graphic Design Fast Track II

Total Units for Certificate of Achievement: 17 Units

Required Core Courses: 17

Course No Course Title Units

ART 13 Lettering Design-Typography 3.0

Art 16 Digital Layout—Designing for Publications 3.0

ART 19A Beginning Digital Photography 3.0

ART 25 Computer Graphics 3.0

ART 49 Art Work Experience 3.0

Art 60B Advanced Production Graphics 2.0

Digital Graphic Design Entrepreneurship Certificate of Accomplishment

Total units for the Certificate of Accomplishment: 9 units

Required Core Courses: 9 Units

Course No	Course Title	Units
ART 49A	Intro to Work Experience	1.0-8.0
ART 52	Marketing Yourself as an Artist/Designer	2.0
BUS 75	Planning and Launching a New Business	1.0
BUS 77	Financing the Small Business Venture	1.0
BUS 78	The Customer Advantage	1.0
BUS 79	Computer Info Systems for Small Business Ventures	2.0

Evaluation: Digital Graphic Design program needs to be renamed Graphic Design program to meet Transfer Model Curriculum set by the state. Entrepreneurship Certificate of Accomplishment needs to be dropped due to no students completing program. Certificate of Achievement needs to be modified to one pathway which covers a breadth of courses. AS degree in Graphic Design will be changed to an AA degree in Graphic Design and follow the Transfer Model Curriculum being developed by the state.

There is no transfer program yet but should be finished for next year using the Transfer Model Curriculum in Graphic Design.

Advisory board meetings for CTE Digital Graphic Design from last IPR 2014 until Spring 2016 are unknown. The previous instructor left no records.

In Fall 2016, Digital Graphic Design Advisory Board met on November 18, 2016 to discuss program changes to a transfer program (see CTE_Nov182016_Presentation PDF attachment). This meeting was to address the question: Do the core courses in certificates and degrees meet current employer skill requirements for the field of Graphic Design. The Advisory Board agreed that in order to stay current with industry that Art 38 3-D Modeling and Animation would be an excellent addition to the program. They also agreed that the restructuring of hierarchy in having courses such as Graphic Design 1 and 2 and Illustration 1 and 2 was a good idea.

In the Technology Committee Meeting in the Fall of 2016, there was a discussion as to adding Cintiqs to our current computer lab. The Cintiqs would have kept us current with industry standards allowing students to draw directly on the display through touch/pen device. It was problematic due to power limitations in the

building. The solution was to in the future purchase Surface Studios (which are all in one computers that have the ability for touch and pen input like the Cintiqs).

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

1. Complete paperwork for program name change, course changes, and new courses.
2. Host a physical Advisory Committee meeting in the Spring to update changes to program.
3. Per industry standards, continue to review and make changes to the Digital Graphic Design program as needed. Present any curriculum changes through the LCC Curriculum Committee.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

Art 52 Marketing Yourself as Artist/Designer is deleted beginning Fall of 2017. Art 38 3-D Modeling and Animation will take its place and be current to Transfer Model Curriculum for Graphic Design.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?

- Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Proposed course changes include (but have not been finalized):

- Changing Art 25 Computer Graphics to Graphic Design 1.
- Changing focus on software and textbook for Art 28 Intro to Web Design to be Adobe Dreamweaver instead of Adobe Muse.
- Changing Art 64 Digital Illustration to Art 21 Digital Illustration 1
- New Course Art 26 Graphic Design 2 (will replace Art 16 Digital Layout and Design).
- New Course Art 22 Digital Illustration 2 (will replace Art 60 Productions).
- Both Art 21 and 22 will be stacked courses.
- Both Art 25 and 26 will be stacked courses.
- New Course Art 38 3-D Modeling and Animation (will be offered one section at LCC and one section will be offered on-line).

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.
Complete Academic Planning table for any recommendations requiring institutional action.
Need to follow up on progress of different committee reviews for course changes.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

None in Graphic Design yet.

2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

None in Graphic Design yet.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

Unknown

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

No changes were made yet.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

Between 2010 and 2014 we have had declining enrollment. However, from 2014 to 2015 we have had a small upswing in enrollment. On-line instruction seems to be where enrollment has had increases in the last 4 years. Developing Art 38 3-D Modeling and Animation and other future courses in Graphic Design to be available on-line will increase FTE.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

FTE has been on a steady decline. Courses are offered in the morning and afternoon and late afternoon/evening. It does seem that the 1pm to 4pm block has the largest number of students. However, to increase FTE and change course of declining numbers on-line courses need to be offered.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Do to the small size of LCC and the tight scheduling of the Master Schedule, there can be conflicts at times between general education courses and CTE Graphic Design Courses. Offering more on-line courses could help this problem.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

FTE data and enrollment patterns suggests that on-line courses will increase FTE and Art 38 3-D Modeling and Animation course will be the first on-line course offered in the Graphic Arts. More courses will need to be developed for on-line and followed through to increase FTE.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

To host a “State of the Art” Graphic Design program equipment and technology must meet that of global expectations in order for students to transfer and articulate with higher education universities, institutions, and/or a real world career opportunity successfully.

Equipment Inventoried Age Life Expectancy #Students Served/year

General Graphics Lab

(20) Apple computers * Have new 18 Surface Studios (need 2 more)			175+
(20) Adobe CC Software	Renewed Each Year		175+
(20) Wacom Pen Tablets	4yr. 5 yrs.		60
(8) Film/slide scanners*	8yrs. 5 yrs.		175+
Cannon Digital Projector	8yrs. 10 yrs.		175+
Logan Mat Cutter	5yrs. 10 yrs.		175+
Logan Mat Cutter	18 yrs. 10 yrs.		175+
Logan Mat Cutter	23 yrs. 10 yrs. 2		175+
(40) Computer Station Chairs (New Chairs are Arriving)			175+

Graphics / Printing Equipment

HP Laserjet 5550 printer	11 yrs 5 yrs.		100
BIZHub Copy Machine	13+ yrs. Beyond its limit		175+ (institutional printing)
HP Designjet Z6100 42” printer	7 yrs 5 yrs.		100 + (institutional printing)
Xante Graphics Printer	6 yr 5 yrs.		30 +(institutional printing)
Martin Folding Machine	23+ 10 yrs.		30 + (institutional printing)
Emerald Shrink Wrap Machine	18+ 10 yrs.		30 + (institutional printing)

Printmaking Equipment

Plate Roller Press	4 yr. Indefinite		20
Plate Roller Press sm.	13 yrs. Indefinite		20
(20) Silk Screens	4 yr. 5 yrs.		20
Screen Platen	4 yr. 5 yrs.		20
(2) Flash Dryers	4 yr. 10 yrs.		20

Photography Equipment

Elinchrom BXRi Flash kit	7 yrs Indefinite		60
Westcott Spiderlite TD6 kit	7 yrs Indefinite		60
Elinchrom Rotalux 53” Softbox	6 yrs Indefinite		60
Olympus E510 DSLR camera*	8 yrs 5 yrs.		20
Epson stylus 2400 printer	10 yrs 5 yrs.		60
Epson stylus 3800 printer	8 yrs 5 yrs.		0
Epson stylus 3880 printer	5 yrs		175+
(5) Backdrop screens	13+ yrs. Beyond their limit		60

2. Identify any existing equipment maintenance/service agreements

There is also an institute wide service agreement with Inland Business Systems that includes the copy machine.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

To maintain integrity and functionality of the graphics program * equipment is needed to be replaced.

Evaluation: The equipment identified is either obsolete or in poor working condition. Most of the items asterisked* have been identified through the Student Course Assessment as in need of replacement. The main equipment to renew are 2 more Surface Studios to complete computer lab.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

It is imperative that the service agreements stated above remain in effect.

Evaluation: If this equipment were to become unusable the program would be crippled as class projects could not be completed, and the printing of student work would not take place for exhibitions and critiques.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

The hardware (computers) for the Digital Graphic Design Program is currently being updated to 18 new Surface Studio computers. However, 2 more computers are needed to complete the lab.

Evaluation: The older Macs will not work as well for the new course Art 38 3-D Modeling and Animation. By purchasing the 2 more new Surface Studios, allows for making the computer lab innovative and current with industry standards. This also allows for the existing equipment to be repurposed in another computer lab on campus and have more access to the Digital Graphic Design Program (CA207). For example, it could be utilized by ART 19 Digital Photography (in room CA207) at the same time as Graphic Design 1 in room CA204. By doing so this allows for a more comprehensive digital photography program located in one area, thus freeing up CA 204 for more open lab hours for students. CA207 could also become a critique space for the traditional arts. Currently, CA207 is used for study hall and could be done elsewhere or eliminated.

In addition to the replacement of the above equipment the following items are needed to complete a “State of the Art” graphics lab suitable for production graphics and a real world experience.

- Class set digital SLR cameras, Canon EOS Rebel T6 DSLR Camera w/ 18-55mm & EF 75-300mm Lenses & Zoom TTL Flash Gun & 48GB Supreme Bundle: (20) \$15,000
- ZBrush License for 20 Computers: \$9,000
- Large Format Scanners (2): \$6000.00
- 3-D Printers (2) with filaments: \$10,000

- Oculus Rift and Touch Set Up (2): \$1200.00
- Microsoft HoloLens Set Up (2): \$11,000.00
- Digital Video Camera with tripod and lenses: \$10,000
- Professional Audio Recording equipment: \$5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): \$5000
- Various camera lenses and filters: \$4,000

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

1. Purchase 2 new Surface Studio computers to finish computer lab (\$9,200.00).
2. Repurpose existing computers for ART 19 Digital Photography in CA 207 – Fall 2017. This is contingent on #1 being completed.
3. Utilize future funding to purchase items above.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

N/A

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

Evaluation: The Digital Graphic Design Title of our program will change to **Graphic Design Program**. The Current Program Objectives will change to the following:

New Program Objectives

Students who complete the Graphic Design Associate Degree will be able to:

1. Analyze, apply and integrate diverse visual practices using current industry standard software.
2. Develop and articulate with proficiency an understanding of visual and multi-cultural literacy.
3. Work independently and cooperatively to solve creative problems, applying critical thinking skills.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

1. Purchase 2 new Surface Studio computers to finish computer lab (\$9,200.00).
2. Repurpose existing computers for ART 19 Digital Photography in CA 207 – Fall 2017. This is contingent on #1 being completed.
3. Utilize future funding to purchase items below:

The following items are needed to complete a “State of the Art” graphics lab suitable for production graphics and a real world experience.

- Class set digital SLR cameras, Canon EOS Rebel T6 DSLR Camera w/ 18-55mm & EF 75-300mm Lenses & Zoom TTL Flash Gun & 48GB Supreme Bundle: (20) \$15,000
- ZBrush License for 20 Computers: \$9,000
- Large Format Scanners (2): \$6000.00
- 3-D Printers (2) with filaments: \$10,000
- Oculus Rift and Touch Set Up (2): \$1200.00
- Microsoft HoloLens Set Up (2): \$11,000.00
- Digital Video Camera with tripod and lenses: \$10,000
- Professional Audio Recording equipment: \$5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly):

\$5000

- Various camera lenses and filters: \$4,000

Prioritized Recommendations for Inclusion in Education Master Plan

Digital Graphic Design 2016-17 The EMP addresses the instructional planning needs of the college.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3, 4	Allocate annual funding to the Digital Graphic Design program as recommended from past Dean's of Academic Services and as documented in the California Community College's New Credit Program Application approved by the Chancellor's Office in July of 2012	Fall 2017	5,000	Provide basic supplies needed to maintain classrooms/labs/studios and update curriculum. Will allow for greater educational opportunity within the classroom/lab/studio
3, 4	Purchase 2 new Surface Studio computers to finish computer lab	Fall 2017	\$9,200.00	Completes basic computer lab for classroom instruction in all design courses.
	Class set (20) digital SLR cameras, Canon EOS Rebel T6 DSLR Camera w/ 18-55mm & EF 75-300mm Lenses & Zoom TTL Flash Gun & 48GB Supreme Bundle	Unknown	\$15,000	Provides students to utilize professional photographic equipment which will result in professional results which go beyond the point and shoot everyday camera. These will be utilized in the Digital Photography courses as well as the Graphic Design courses.
	ZBrush License for 20 Computers	Unknown	\$9,000	This will provide students with the current industry standard software for 3-D Digital Sculpting. These will be utilized for Art 38 3-D Computer Modeling and Animation course.

	<ul style="list-style-type: none"> • Large Format Scanners (2): \$6000.00 • 3-D Printers (2) with filaments: \$10,000 • Oculus Rift and Touch Set Up (2): \$1200.00 • Microsoft HoloLens Set Up (2): \$11,000.00 • Digital Video Camera with tripod and lenses: \$10,000 • Professional Audio Recording equipment: \$5,000 • Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): \$5000 • Various camera lenses and filters: \$4,000 	Unknown	52,500	Provide an incentive for students to want to attend LCC and maintain “State of the Art” facilities so students can be competitive in the “Real World”
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Prioritized Recommendation for Inclusion in Student Services Master Plan

Digital Graphic Design 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	NONE			

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Digital Graphic Design 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	NONE			

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

A. PROGRAM STAFFING

In implementing Digital Graphic Design program, LCC was able to temporarily pool together enough existing faculty to instruct.

1. Current staffing consists of the following faculty:

<u>Name</u>	<u>Institutional position</u>	<u>Position in program</u>
James Kleckner (Old Schedule AS Degree) ART 12, ART 13, ART 16, ART 25, ART 28, ART 52, ART 60a, ART 60b, ART 64 (New Schedule AA Degree) ART 12, ART 13, ART 21, ART 22, ART 25, ART 26, ART 28, and ART 38.	Full-time/Graphic Design	Full-time: Instructor
Brandy N. Gonzalez ART 1A, ART 2, ART 3, ART 23	Full-time/Art History/Studio Arts	Part-time: Instructor
Lynn Fuller ART 19	Part-time/Geology/Graphic Design	Part-time: Instructor
Randy Panfilio Art 8/ Art 1B	Part-time/Arts/Graphic Design	Part-time: Instructor
Bev Mendoza ART 23	Part-time/Arts/Graphic Design	Part-time: Instructor
Lisa Gardiner ART 49	Full-time/Work Experience	Part-time: Instructor

Evaluation: As FTE and program increases, in order to provide an ongoing viable program to students, LCC needs to hire additional faculty to the Digital Graphic Design/Art Department.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

Continued Clerical support from the Office of Academic Services is vital for the Digital Graphic Design Program. Work-study is also critical for current program for CTE pathways.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Continue current staffing, and as program grows and FTE increases, more faculty and staff will be needed.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
1. A Flex Day contract was honored and completed with additional hours by the instructor of the Digital Graphic Design program (James Kleckner).

Evaluation: Most flex day activities accounted for were completed on-campus through TECC. Being a new hire, many hours have been dedicated to developing this IPR beyond the contracted amount.

Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The Graphic Design Instructor (James Kleckner) has attended the 2017 Instructional Design and Innovation Institute Conference in San Jose and observed workshops and presentations for two days. James Kleckner has participated in regular monthly committee meetings, and has completed several on-line courses through www.lynda.com to stay current in the field of Graphic Design and Art. James Kleckner also has stayed current in his field through exhibition practice by showing at Sonoma State University and Faculty Art Exhibition at Lassen Arts Council.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Maintain a detailed calendar record of Flex day, off-campus, and professional development activities.
2. Continue to create professional artwork and exhibition record.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

1. No changes are needed at this time. However, as program grows and FTE increases additional faculty will need to be hired.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Encourage and support the hiring of additional Full-time and Part-time faculty for Art/Graphic Design department to share the workload within both departments as program grows and FTE increases.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

1. Maintain a detailed calendar record of Flex day, off-campus, and professional development activities.
2. Continue to create professional artwork and exhibition record.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Digital Graphic Design 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 3, 4	Hire an additional Part-time or Full-time faculty member for Art/Design department to share the workload within both departments as FTE and program grows.	Unknown	Unknown	Alleviate the work overload of the existing Full-time instructors and help to build a stronger Art Department and Digital Graphic Design program. Would also allow for greater participation with required shared Governance, while giving more time for instructors to update curriculum per industry standards and spend more time with the students.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

1. The spaces utilized by the Digital Graphic Design program provides a creative environment for students. The rooms utilized by Digital Graphic Design students are: CA201, CA202, and CA204. Students also utilize other studios/labs/classrooms for elective courses.

Evaluation: CA204 is supplied with matching computer station/tables and 20 iMac computers, currently out of memory to drive 3-D Animation software, with a scanner at each end of the row of tables. There is workspace in the back of the room for layout of projects. This back counter supports several necessary pieces of equipment for graphics production. There is a Smart board in the room. A screen in front of the room needs to be put up (it fell down and work order was put in).

Attached to CA204 is a storage/print dark room that has limited entry headspace. This room's interior needs improvements to accommodate darkroom space for screen printing (work order has been put in to fix two holes).

There are also numerous extraneous analogue lines, ports, and terminals no longer in use that need to be removed for aesthetic and building code purposes from CA 204. Room needs to be painted. CA202 is primarily set up for dry design work and lecture courses. It is also used for the serigraphy (screen printing) part of the Art 23 Introduction to Printmaking class. It serves the students well with the configuration of long tables and a Smart board. There is cabinet storage for "walkaway" tools and equipment. There is also ventilation that could be used for instructing classes that utilize solvents and inks. This ventilation needs to have a localized power switch installed so it can be used effectively. At the entrance of the space is an area used as a mini gallery to feature student artwork, but is inadequate for public viewing as it is part of a utilized classroom.

CA201 hosts the Art 2 Drawing and Art 3 Life Drawing classes. This studio needs to have an updated ventilation system for painting and new paint.

In addition, there are no summer classes offered through the Digital Graphic Design program, as there is no air-conditioning to adequately cool the rooms that would be utilized. If the Creative Arts Building had central air conditioning, summer computer workshops and classes could be held, boosting FTEs.

There is also, inadequate space for a "Real" gallery to host student, faculty, community, and traveling artist shows. This has been an item in previous IPRs, yet has received no momentum. If a designated, free flowing, large gallery could be provided, LCC could host gallery openings from regional, national, and international artists, greater student art shows, and bring the community onto campus. The current board room (BS 101) is a suggested venue for this change to happen. Current students in Gallery and Exhibition Design have created a 3-D

model in Maya with animation to show what it could become as the new LCC Art Gallery.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

N/A

3. Describe any facilities needs identified by assessments of student learning outcomes
The most important need is to have a college art gallery. Without one, Art 12, Gallery Operation and Exhibition Design should be dropped as a course.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

As our program grows and FTE increases, the need for additional state of the art video production facilities would be needed for visual effects and motion capture to incorporate with 3-D Animation and new technologies of virtual reality.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Follow up on submitted work orders for darkroom patch and hanging of fallen screen.
2. Submit to the powers that be new LCC Art Gallery proposal along with 3-D animation.
3. Submit work order to have vent switch installed in CA 202.
4. Submit work order for extraneous analogue lines to be removed in CA 204.
5. Promote the overhaul or replacement of the heating system to Creative Arts Building.
6. Promote the installation of an air conditioning system in Creative Arts Building.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

1. Follow up on submitted work orders for darkroom patch and hanging of fallen screen.
2. Submit to the powers that be new LCC Art Gallery proposal along with 3-D animation.
3. Submit work order to have vent switch installed in CA 202.
4. Submit work order for extraneous analogue lines to be removed in CA 204.
5. Promote the overhaul or replacement of the heating system to Creative Arts Building.
6. Promote the installation of an air conditioning system in Creative Arts Building.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

1. Follow up on submitted work orders for darkroom patch and hanging of fallen screen.
2. Submit to the powers that be new LCC Art Gallery proposal along with 3-D animation.
3. Submit work order to have vent switch installed in CA 202.
4. Submit work order for extraneous analogue lines to be removed in CA 204.
5. Promote the overhaul or replacement of the heating system to Creative Arts Building.
6. Promote the installation of an air conditioning system in Creative Arts Building.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Digital Graphic Design 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	CA 2014 Darkroom patch 2 holes and paint	Summer 2017?	Unknown	To be used by students for screen printing. Eliminates safety hazard and removes stains.
2, 3, 4	Hanging of fallen screen	Spring Break 2017?	Unknown	Needed for instruction of classes in Digital Graphic Design Program.
2, 3, 4	Vent switch installed in CA 202	Summer 2017?	Unknown	To exhaust fumes from inks and solvents
3, 4	Remove extraneous analogue lines in CA 204	Summer 2017?	Unknown	Eliminates excess wiring and less confusion as to which wires go where
2, 3, 4	Overhaul or replace Heating and install air conditioning system System in Creative Arts Building	Unknown	Unknown	Will provide a comfortable and healthy learning environment for students and for housing high dollar equipment, printers, and computers. Will also allow for summer courses to be taught, generating

				more FTE.
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Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

1. The Digital Graphic Design program hosts one of the largest technology/computer labs on campus. With Graphic Design and Media Arts growing as a global industry, LCC must embrace technology at its highest level. Maintenance and improvements are critical in order to stay on top of the industry in order to entice students and increase FTEs.

Evaluation: The lab will be upgrading the 18 Surface Studio computers for Fall semester 2017. A CTE grant was received to replace the computers. Support staff is needed for installation of hardware and software. Support staff is also needed on a routine (monthly) basis to automatically stop in the lab to maintain software updates, networking of devices, and overall functionality of equipment. Another option would be to provide the full time Graphic Arts Instructor (James Kleckner) with administration password and access to update lab and install software when needed. The computers being replaced should be repurposed for use by the ART 19 Digital Photography class and will need to be moved and installed into a classroom such as CA207. This lab/studio is already hardwired for a computer lab.

In CA 204 there are numerous extraneous analogue lines, ports, and terminals no longer in use that need to be removed for aesthetic and building code purposes.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

2. It is imperative that LCC maintains technology within the program to support and parallel the District/Institutional Strategic Plan: Vision, Values, Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes by providing a learning environment that supports technology and student success.

Evaluation: Computers, equipment and software programs that are outdated need to be regularly updated and maintained including the digital copy machine that serves the students on a daily basis. Being a CTE program that instructs students on a global level, technology within the program must be continually updated to maintain standards within the industry and to support LCC's District/Institutional Strategic Plan. If LCC doesn't maintain higher standards than our local high schools then there is no incentive for students to enroll.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

1. Promote the installation of computer lab with (current Macs) in CA 207 for computers to be use by ART 19 Digital Photography.

2. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full time Graphic Arts Instructor with Administrative access to complete above tasks.
3. Submit work order for extraneous analogue lines to be removed in CA 204.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

1. Promote the installation of computer lab with (current Macs) in CA 207 for computers to be use by ART 19 Digital Photography.
2. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full time Graphic Arts Instructor with Administrative access to complete above tasks.
3. Submit work order for extraneous analogue lines to be removed in CA 204

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

1. Promote the installation of computer lab with (current Macs) in CA 207 for computers to be use by ART 19 Digital Photography.
2. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full time Graphic Arts Instructor with Administrative access to complete above tasks.
3. Submit work order for extraneous analogue lines to be removed in CA 204

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Digital Graphic Arts Program 2016-2017

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	Install new Surface Studios with software.	Spring Break	Unknown	Maintains a state of the Art learning experience for students and will increase FTE.
2, 3, 4	Maintain upgrades to computers, software, and equipment within the Art Department/Graphic Design lab.	Ongoing	Unknown	Maintains a state of the Art learning experience for students and reduces technology issues.
3, 4	Remove extraneous analogue lines in CA 204	Fall 2017	Unknown	Eliminates excess wiring and provides more aesthetic beauty.
2, 3, 4	Update software and networking needs within the lab by IT department on an ongoing basis	Ongoing/Monthly	0 it should be in job description	Maintains systems prior to issues. Allows IT to better Understand classroom needs and usage.

Appendix A:

Insert information as needed

Appendix B:

Insert information as needed

Appendix C:

Insert information as needed

Appendix D:

Insert information as needed

Appendix E:

Insert information as needed

Digital Graphic Design Program KPIs 2010-11 through 2014-15

Indicator	Term	Trend	First Year	Final Year	Trend
FTES	Summer		13.9	8.4	↓ -40%
	Fall		34.4	23.2	↓ -33%
	Spring		36.9	21.8	↓ -41%
	Annual		85.3	53.4	↓ -37%
Sections	Summer		4	4	→ 0%
	Fall		11	9	↓ -18%
	Spring		15	10	↓ -33%
	Annual		30	23	↓ -23%
FTES per Section	Summer		3.5	2.1	↓ -40%
	Fall		3.1	2.6	↓ -18%
	Spring		2.5	2.2	↓ -11%
	Annual		2.8	2.3	↓ -18%
FTEF	Summer		0.4	0.4	→ 0%
	Fall		1.0	1.1	↑ 11%
	Spring		1.5	1.1	↓ -25%
	Annual		2.9	2.6	↓ -9%
FTES per FTEF	Summer		34.8	21.0	↓ -40%
	Fall		33.3	20.2	↓ -39%
	Spring		25.4	20.0	↓ -21%
	Annual		29.5	20.3	↓ -31%
Enrollment	Summer		139	84	↓ -40%
	Fall		274	161	↓ -41%
	Spring		307	148	↓ -52%
	Annual		720	393	↓ -45%
Enrollment per Section	Summer		34.8	21.0	↓ -40%
	Fall		24.9	17.9	↓ -28%
	Spring		20.5	14.8	↓ -28%
	Annual		24.0	17.1	↓ -29%
Course Completion	Summer		81%	98%	↑ 21%
	Fall		80%	90%	↑ 12%
	Spring		84%	92%	↑ 9%
	Annual		82%	92%	↑ 13%
Success	Summer		69%	79%	↑ 14%
	Fall		64%	69%	↑ 8%
	Spring		68%	79%	↑ 16%
	Annual		66%	75%	↑ 12%
Awards	Annual		4	1	↓ -75%

13.9	19.9	15.5	4.9	8.4
34.43333	20.4	25.13334	26	23.2
36.92476	29.53334	24.30001	21.26667	21.8
85.2581	69.83334	64.93334	52.16666	53.4
4	7	5	2	4
11	9	10	10	9
15	12	11	10	10
30	28	26	22	23
3.5	2.8	3.1	2.5	2.1
3.1	2.3	2.5	2.6	2.6
2.5	2.5	2.2	2.1	2.2
2.8	2.5	2.5	2.4	2.3
0.4	0.7	0.5	0.2	0.4
1.0332	0.7999	1.1749	1.3083	1.1458
1.4541	1.2208	1.1749	1.0875	1.0874
2.8873	2.7207	2.8498	2.5958	2.6332
34.75	28.42857	31	24.5	21
33.32688	25.50319	21.3919	19.87311	20.24786
25.39355	24.19179	20.68262	19.55556	20.04782
29.52866	25.66742	22.78523	20.09656	20.27951
139	199	155	49	84
274	150	175	178	161
307	253	165	145	148
720	602	495	372	393
34.75	28.42857	31	24.5	21
24.90909	16.66667	17.5	17.8	17.88889
20.46667	21.08333	15	14.5	14.8
24	21.5	19.03846	16.90909	17.08696
81%	96%	90%	82%	98%
80%	86%	87%	93%	90%
84%	89%	87%	94%	92%
82%	91%	88%	92%	92%
69%	76%	57%	59%	79%
64%	73%	69%	73%	69%
68%	71%	73%	72%	79%
66%	73%	67%	71%	75%
4	0	1	3	1