

Instructional Program Review
Digital Graphic Design PROGRAM
2013-2014

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SECTION ONE: Academic Planning

I. Program Overview

The Digital Graphic Design program offered at Lassen Community College allows students in rural Northeastern California 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 fostered, and develop the technical/design skills necessary to further their career in the universal field of Graphic Design. Students can also build the necessary foundation for furthering their education at a higher-level institution or University.

The Digital Graphic Design program is now in its second year of existence. The Associates Degree and Certificate of Achievement in Digital Graphic Design were approved by the Chancellor's Office in July of 2012. At the end of spring semester 2013, the existing Certificate of Accomplishment in Graphic Design was inactivated, as it lacked the full spectrum of skills students needed to compete in this global industry. The Digital Graphic Design Entrepreneurship Certificate of Accomplishment was then approved for offer in the fall of 2013. 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 Model Transfer Curriculum and a transfer degree to the existing program once approved.

a. 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 Program Objectives are implemented at from an industry point of view and will continue to be evaluated on their merits. They are adjusted according to Industry expectation and changes through proficient directorship and an advisory committee.

b. Program Student Learning Outcomes

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:

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 Digital Graphic Design Program Student Learning Outcomes parallels and supports the LCC District's Strategic Plan. (Attachment 1)

c. Program Changes

This is the first Instructional Review Report for the Digital Graphic Design program. Any past documentation of the Digital Graphic Design program has been made through the Fine Arts/Humanities IPR. Once the Digital Graphic Design program was approved as a stand-alone Career Technical Educational/Vocational program at the state level it was advised to separate the program from Fine Arts. The Fine Arts Department has continued to and currently supports the Digital Graphic Design program through shared courses, faculty, and budget allocations. The Digital Graphic Design program has been a large part of the Fine Arts academic planning in past years and is included in the 2012/13 (Attachment 2), and will be assessed in the 2013/14 Fine Arts IPR Annual Update.

Although numerous courses are cross referenced between Fine Arts and the Digital Graphic Design program, most all electronic/technology equipment, i.e.: computers (20), printers (4), scanners (8), folder, copy machine, shrink wrap machine, matt cutters, and digital photography equipment are utilized primarily by the Digital Graphic Design students. Consumables must be replenished; equipment must be maintained and updated on a regular basis to comply with industry standards, thus warranting a sustaining budget.

Evaluation: It is recommended at this time that the Digital Graphic Design program receives a budget allowance to support equipment and consumable needs, yet continues to maintain a strong alliance and collaboration with faculty, project coordination, share equipment, and building/classroom space with the Fine Art Department.

d. Program Promotion

Promotion of the Digital Graphic Design program has been accomplished by word of mouth, newspaper articles about the program and student accomplishments, brochures printed through grant funding, and with the help of the advisory committee. Up until now Lassen Community College had been lacking an Outreach Coordinator; therefore word beyond local avenues has been minimal due to time constraints of the faculty/director. There has also been no institutional funding provided for program promotion.

Evaluation: With the addition of the newly filled LCC Outreach Coordinator position the Digital Graphic Design program information will be distributed beyond Lassen County. Through a 2013/14 VTEA grant, monies are available for all CTE/Vocational programs to have promotional materials provided for them through the Digital Graphic Design program: Art 60 Production Graphics Class. This class has saved LCC thousands of dollars in printing costs, allows the college far more control over its promotional materials, and provides students with essential real world experience. More regional and statewide promotion needs to be addressed in order to receive a continual flow of students.

Planning Agenda

1. The Institution needs to allocate annual funding/budget to the Digital Graphic Design program as recommended from previous Deans of Academic Services and as documented in the California Community Colleges New Credit Program Application approved by the Chancellor's Office in July of 2012:

To maintain basic classroom/lab facility Supplies = \$5,000

Cost/usage may vary, pending use. In years of light consumable usage below, items from the "supplemental" list will need to be updated, replaced or purchased.

Toner/inks: \$3,500 (saved LCC over \$8,000 annually in printing expenses, by printing in house.

Printer Paper: \$800 (a portion should be covered by lab fees as student consumables)

Instructional Aids: \$500 (reference materials, books, flash drives, DVDs, online workshops, off campus learning)

Misc. supplies: \$200 (Xacto blades, Matt cutting blades, Steel rules, Drawing templates, Pens & ink, Pushpins, Spray mount, Colored paper, Printmaking solvents and supplies, etc.)

Supplemental: Future Upgrades for Digital Graphic Design Program - \$70,000

Card readers (20)

Heat binding machine

Laminators: large and small

CD label burner

Paper press cutter

Additional digital SLR cameras (3) with cases

Various camera lenses and filters

Video Camera/ lighting and editing equipment/software

MAC laptops (2) - with lab compatible software – Provided to full-time Faculty 2012/13

Overhead wireless projectors in each studio: including photography lab – purchased through Title III grant – 2012 but has not been installed in Photo Lab CA 113

Overhead audio systems – Included with Smart Boards

Certiport Adobe Certification Testing Site and License

New IMAC's (20) with memory compatibly for the ever-changing Industry – VTEA Grant Funded 2013

Misc.: – xacto knives, typography rules, proportion scales, etc. Purchased – 2012/13

2. Program Objectives and Student Learning Outcomes will be reviewed at the beginning of each course/semester to maintain consistency with industry and educational standards.
3. Look at alternative ways to promote the program outside of the county and share the ideas and task with the Outreach Coordinator/Marketing Director.

II. Student Outcomes

A. TRENDS AND PATTERNS IN STUDENT OUTCOMES

1. All degree totals are provided by the LCC Institutional Research Office. (Attachment 3)

Since this is a newly developed program data on overall student achievement is minimal.

- In 2013, one A.S. Degree in Digital Graphic Design was awarded.
- Between 2008-2010, five Certificates of Accomplishments in Graphic Design were awarded.

Evaluation: In the past five years it is known that seven students have transferred on to higher education Institutes/Universities in order to receive a Bachelors Degree, per knowledge of the director. More than half the students enrolled in previous year's courses are employed within the Graphic Design industry or utilize their skills within the work place.

Completion, retention and success data for 2012/13 and 2013/14 is available through the Course Review Report (Attachment 3).

2. It is nationally evident that many of today's students don't have the drive it takes to be competitive. This is proven through the across campus drop out rate, estimated at 1/5 of students enrolled.

Evaluation: Through the Digital Graphic Design program, strict work ethics are enforced and developed. This can be a harsh reality to students who are not motivated to succeed. Those who are dedicated to their education/career find a world of knowledge and the inspiration to achieve their goals at and beyond LCC.

At the beginning of each semester students enrolled in the Digital Graphic Design program sign a contract acknowledging their enrollment in a high achieving, demanding, and rigorous curriculum. This contract gives students the understanding upfront of what to expect for the duration of their education at LCC. It also, allows students to take responsibility for their own actions and success. (Attachment 4)

In addition, during the first weeks of the Fall semester a mandatory meeting of all Digital Graphic Design students is held to inform them of the rigors of the program, industry opportunities, Work Experience, Work Study, Financial Aid available, overall program expectations, and students success. This meeting offers a question and answer session to alleviate any uncertainties or problems before they happen. Thus so far it has connected students to the program better.

Planning Agenda

1. Continue to have students sign a contract of understanding and provide students with an annual program meeting, as it was extremely effective.

B. STUDENT LEARNING OUTCOME ASSESSMENT

1. Included is an SLO for ART 25 Computer Graphics. (Attachment 5)
2. Although somewhat time consuming in the past, the SLO process is extremely effective in analyzing the proficiency of a course, student's response, success, and faculty direction. Recently the Institutional Research Coordinator implemented a simplified process for data entry that will relieve the mystique and confusion of Weave-Online.

Planning Agenda

Continue to review and assess SLO's on all courses and make adjustments as necessary.

C. STUDENT EVALUATION SUMMARY

Through the Student Evaluation questionnaire it is evident that the highest priority for students is "State of the Art" equipment that works. It is noted in the questionnaire that students find the computers and copy machine in dire need of upgrading, as well as, the computer station chairs. (Attachment 6)

Evaluation: Funding became available through the annual state funded CTE/VTEA grant to replace the 20 iMac computers for 2013. Although grant approval was received in July 2013, the purchase of the computers could not take place until late in the Fall semester and installed for Spring 2014 due to LCC budget constraints.

Monies are still needed to upgrade the copy machine, which is over ten years old and has been patched together numerous times. It is one of the pieces of equipment that receives the most use on a daily basis for instructional aids, class projects, and institutional printing, not only by the Digital Graphic Design program but also by the Art Department as a whole.

In addition, a safety hazard exists with the over used computer station chairs. Many of them do not roll properly causing abrupt stops or no movement at all. Not all height adjustments work, causing most students to sit at ergonomically poor positions.

Planning Agenda

1. Follow through with the purchase of new iMacs and software installation to support curriculum.
2. Pursue the replacement of the old copy machine with a new machine.
3. Pursue the replacement of the old computer chairs with new ones. Some may be repurposed.
4. Assess the need for new equipment and continue to upgrade old equipment to provide students with a "State of the Art" graphics lab/studio

III. Curriculum

A. DEGREES AND/OR CERTIFICATES

1. The Digital Graphic Design program is in its second year of existence, therefore being newly approved at the state level 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 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

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

Two year plan: (Attachment 7)

2. Once again, being a new program and recently developed it aligns well with program learning outcomes. As technology and the industry as a whole changes, updates will need to be made in the future to maintain global integrity.

Evaluation: With the recent addition of the required Art 49a Intro to Work Experience it has shifted unit values for many CTE programs. The Art 49a and Art 49 unit values should be adjusted to add up correctly in the annual catalog and website. In addition, there will be a review of textbooks and minor lesson plan updates made within the curriculum at the end of spring 2014. At the same time, course outlines will be reviewed and any updates will be made through the Curriculum Committee.

4.-5. Transfer programs: N/A

6. In 2011/12 prior to state approval of the program contact was made with the Advisor Committee on the following dates (9/11, 10/11, 11/11, 1/12, 5/12, 7/12) to gain input and support for the program and courses to be offered. Periodical updates were sent informing the committee of the states approval process.

Contact during 2012/13 with the Digital Graphic Design Advisory Committee was in December 2012 to discuss Art 49 work experience and the advisory Committees part in support of students in the work place. Then again via email (10/12, 3/13, 5/13 8/13) to summarize student activity and program updates.

A smaller meeting of those Advisory Committee members within the educational sector took place in May 2013 to discuss articulation curriculum and technology updates within the program and how to best serve and prepare incoming students.

An advisory Committee meeting was held on Oct. 9th, 2013 to discuss bridging the gap between local high schools, LCC, and the work place. This meeting gave industry sector businesses a better idea of skills LCC students possess and the director and idea of what businesses are looking for in employees. (Minutes: Attachment 8)

Evaluation: Planning an Advisory Committee meeting is difficult due to the variables in the committee member's schedules. Having additional CTE/Vocational staff to help coordinate meetings would be beneficial to all CTE programs in fulfilling meeting requirements.

It has been discussed between other CTE/Vocational programs that hosting physical meetings twice a year is overwhelming. Conflicts between when faculty and business owners are available make it extremely difficult to set meeting dates. It also costs the CTE/vocational program money and takes a measurable amount of time to coordinate and host lunch or dinner meetings in order to entice participation, as most all committee members are working in the field as instructors or business owners and are not available during daily work hours. It has been advised, unless needed, to host one physical meeting annually and otherwise use Internet services to maintain communication with the Advisory Committee or to hire additional staffing to assist with coordinating the meetings.

7. In-depth research has been made to insure course continuity and articulation within industry and education standards at time of program development. It was directed by the Advisory Committee prior to developing the Digital Graphic Design program to include courses (ART 23) that related to local industry such as screen-printing produced by

Customer Talk and Lasco. It was also discussed to include opportunities for real life work practices, which warranted ART 60 Production Graphics and ART 49 Work Experience as a component. In December 2012, the Advisory Committee met with the invite of all CTE program directors to discuss how ART 49 Work Experience functions within their programs and the business's involvement in making it a success for students and the employer.

Evaluation: During Spring of 2013 four Digital Graphic Design students were placed into Work Experience positions with all but one a success. The failure was on the part of the student's lack of responsibility to the employer who was a personal friend. Several meetings with the student occurred resulting in the student not being referred into the work place in the future. Two of the students received work-study status and were extremely successful in their positions.

In the Fall of 2013 two students were placed in work experience on campus and two with work study. All four students have met expectations and gained valuable knowledge.

Planning Agenda

1. Pursue the need for additional staffing for CTE/Voc programs.
2. Host a physical Advisory Committee meeting in the Fall of each year and a virtual update meeting in the Spring or more often as needed.
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

1. ART 49a was approved and added as an introduction to work experience and has impacted the Digital Graphic Design program. Units were now split between ART 49a and ART 49 causing confusion between students and counselors.

Evaluation: This addition to ART 49 impacted other programs as well and is being rectified across the board through the Curriculum Committee.

2. ART 65 Advanced Web Design has been reviewed and approved as a Hybrid class. This addition to the course outline/curriculum was created to provide students an off campus/online option. This change can accommodate additional faculty instruction hours, as the current instructor is in overload status. Web design is an ever-changing course and requires significant amount of prep. The director currently does not have the allocated time for such prep. Therefore additional faculty is required.

Evaluation: This change to ART 65 will become effective Spring 2014. Additional faculty will need to be hired to instruct the course.

3. All courses have been currently reviewed and updated.

Evaluation: ART 19 Digital Photography accrued a textbook change for Fall 2013 and was approved in the spring of 2013. Adjustment in hours between lecture and lab were made to ART 25 and ART 64 for 2013/14. Course assessments are continual each semester through open communication with the instructors in order to maintain industry and educational standards. Any changes or not through the Digital Graphic design Program will be submitted to Curriculum Committee for approval and forms will be retained in the office of Academic Services.

3.-5. See (Attachments 9) for approved Instructional Program Curriculum Review.

Planning Agenda

1. Due to the purchase of new iMac computers and upgraded software to occur at the end of the fall semester 2013, many course assignments may need to be further adjusted in the Spring of 2014 for fall to reflect the newer technology.

2. Additional faculty will need to be hired to relieve current faculty of overload.

C. SCHEDULING AND ENROLLMENT PATTERNS

1. The two-year plan was created at the same time the Digital Graphic Design program was developed.

Evaluation: No significant changes have been made.

2. When the two-year plan has made a complete rotation of students, Spring 2014, an evaluation will be made.

Evaluation: No changes should be made during the two-year plan rotation, as not to disturb existing enrollment's educational plans.

3. By being a feeder institute, LCC's objective is to move students on to higher education or prepare them for an entry-level career position. Most courses within the Digital Graphic Design program are structured as hands-on learning in a traditional method to assure strict deadlines, client relations, team building, collaboration with personal interaction, and brainstorming for project success. This method reflects that of a "Real Life" ad agency or design firm at a global level.

In order to provide such a setting courses are offered throughout the day in sequence. Some courses are offered at night, but are limited due to students and faculty not wanting to travel at night or during inclement winter weather. Athletes have a low attendance record with afternoon and evening classes.

Evaluation: Due to lack of lab space for the Digital Graphic Design program, there is very little flexibility in course scheduling. Courses are scheduled back to back as the lab is available. Some scheduling conflicts have occurred for students, especially with those whose counselor didn't review the program's two-year plan and with student athletes.

Scheduling challenges are apparent with the athletic student who is planning on a non-athletic degree/career. Many athletic practices are scheduled prior to the end of core classes each day, causing many students from not being able to successfully complete courses and degrees. If athletic practices would start at 4pm (after school), as well as, participating/hosting weekend games, scheduling conflicts would be minimized.

4. There also seems to be conflicts between general education core courses and the scheduling of CTE/Vocational program courses. These conflicts arise from students wants and desire that are different than what counselors think the students should do. This is evident with the EOP&S, CalWorks, and other advisory/funding offices/programs.

Evaluation: Most conflicts have been a result of misinformed counselors. With the recent additions of permanent LCC counseling staff, set processes, two-year plans, and improved communication across campus, scheduling and ED plan conflicts are being reduced.

Although, there are still counseling issues with EOP&S, CalWorks, and other outside the LCC mainstream advisory/funding offices/programs. Program directors/counselors must take care to not place students in programs that the student is not interested in causing upset students, lack of motivation on the student's part, or student's change of pathway long after numerous unneeded classes have been taken.

Planning Agenda

1. Prior to Fall 2014 the two-year plan for the Digital Graphic Design program will be reassessed.
2. Academic Services will need to resolve student athlete course enrollment conflicts, so degrees can be achieved.
3. Academic Services and Student Services need to communicate the occurrence of counseling/ED plan issues with EOP&S, CalWorks, and other Advisory/Funding Offices/programs.

D. ARTICULATION/INTEGRATION OF CURRICULUM

1. Art 1A Two Dimensional Design is a cross referenced course and is part of the Studio Arts for Transfer Degree, therefore it hosts a C-ID # ARTS 100. Other courses within the Digital Graphic Design program are pending approval as well. (Attachment 10)

Evaluation: None

2. At the time of the Digital Graphic Design program's development assessment of higher education, University, Institute's courses were analyzed and included in LCC's program.

Evaluation: Many of the Digital Graphic Design programs courses are recognized at a higher level. Generally those with numbers under 50 are acceptable by other institutions. Recently a student applied to University of the Arts Academy in San Francisco and was informed that 90% of the courses taken at LCC would transfer, enrolling him as a 3rd year student.

Planning Agenda

1. No changes or additions at this time. If in the future a Graphic Design for Transfer Degree becomes available more information will be included.

E. EQUIPMENT

1. Capital Outlay Equipment. To host a “State of the Art” Digital 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 opportunities successfully.

<u>Equipment Inventoried</u>	<u>Age</u>	<u>Life Expectancy</u>	<u>#Students Served/year</u>
<u>General Graphics Lab</u>			
(20) Apple computers *	6 yrs.	Beyond their limit	200+
(20) Adobe CS 5 Software *	3 yrs.	1 yr.	200+
(20) Photoshop Elements 10*	3 yrs.	1 yr.	60
(10) Dell Laptop computers	15 yrs.	5 yrs. obsolete	Not being used
(20) Wacom Pen Tablets	1 yr.	5 yrs.	60
(8) Film/slide scanners*	5 yrs.	5 yrs.	160
Optimo Digital Projector	9 yrs.	10 yrs.	200
Cannon Digital Projector	5 yrs.	10 yrs.	200
Logan Mat Cutter	2 yrs.	10 yrs.	200+
Logan Mat Cutter	15 yrs.	10 yrs.	200+
Logan Mat Cutter	20 yrs.	10 yrs.	200+
(40) Computer Station Chairs*	10+ Yrs.	Beyond their limit	200+
<u>Graphics / Printing Equipment</u>			
HP Laserjet 5550 printer	8 yrs	5 yrs.	200
BIZHub Copy Machine*	10+ yrs.	Beyond its limit	200 + (institutional printing)
HP Designjet Z6100 42” printer	4 yrs	5 yrs.	30 + (institutional printing)
Xante Graphics Printer	3 yr	5 yrs.	30 +(institutional printing)
Martin Folding Machine*	20+	10 yrs.	30 + (institutional printing)
Emerald Shrink Wrap Machine	15+	10 yrs.	30 + (institutional printing)

Printmaking Equipment

Plate Roller Press	1 yr.	Indefinite	20
Plate Roller Press sm.	10 yrs.	Indefinite	20
(20) Silk Screens	1 yr.	5 yrs.	20
Screen Platen	1 yr.	5 yrs.	20
Exposure Light	1 yr.	2 yrs.	20
(2) Flash Dryers	1yr.	10 yrs.	20

Photography Equipment

(25) Enlargers	26 yrs	20 yrs.	20
Medium Format Camera	26 yrs	Indefinite	10
(2) 4x5 Cameras	26 yrs	Indefinite	5
8x10 Camera	26 yrs	Indefinite	5
Elinchrom BXRi Flash kit	3 yrs	Indefinite	60
Westcott Spiderlite TD6 kit	3 yrs	Indefinite	60
Elinchrom Rotalux 53" Softbox	3 yrs	Indefinite	60
Seal 48" vacuum dry mount press	7 yrs	Indefinite	200
Olympus E510 DSLR camera	5 yrs	5 yrs.	20
Epson stylus 2400 printer	7 yrs	5 yrs.	60
Epson stylus 3800 printer	5 yrs	5 yrs.	60
(5) Backdrop screens	10+ yrs.	Beyond their limit	60

2. LCC has a two-year extended warranty on the Xante Graphics Printer as the result of mechanical issues upon purchase. There is also an institute wide service agreement with Inland Business Systems that includes the copy machine.

Evaluation: Although, service has been regular with the Bizhub copy machine, it is obsolete and needs to be replaced, as parts are hard to come by, issues are becoming more frequent, quality of prints is becoming poorer, machine is not energy saving compared to newer models.

3. To maintain integrity and functionality of the graphics program * equipment is 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.

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

Evaluation: If these pieces of equipment were to become unusable the program would be crippled as class projects could not be completed, critiqued, and the printing of promotional pieces for the institution could not take place. LCC would have to spend twice as much for printing for the same materials off campus.

5. As of fall 2013 the computer hardware and software utilized by the Digital Graphic Design program is three years behind that of the local high school.

Evaluation: This causes great articulation issues with incoming students and gives no incentive for students to choose LCC. By purchasing new iMac computers and updating the proposed equipment and software it brings the Digital Graphic Design lab up to industry standards. This also allows for the existing equipment to be repurposed in the Photography Lab (CA 113) and to be utilized by ART 19 Digital Photography. By doing so this allows for a more comprehensive digital/traditional photography program located in one area, thus freeing up CA 204 for more open lab hours for students.

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

Computer Station/Studio Chairs: (40) 9,000
Upgrade digital copy machine: \$195 a month (60 month lease) / purchase outright \$9,000
Paper Press cutter: \$7,000
Folding Machine: \$8,000
Video Camera with tripod and lenses: \$5,000
Card readers: (20) \$500
Heat binding machine: \$1,000
Laminators: large and small \$1,500
Large Plot Scanner: \$20,000
CD label burner/printer: \$500
Additional digital SLR cameras: (3) with cases \$4,000
Various camera lenses and filters: \$4,000
Overhead wireless projectors in each studio: including photography lab – *purchased through Title III grant – 2012. Has not been installed in CA 113 or CA 201*
Overhead audio systems: *Included with Smart Boards*
Certiport Adobe Certification Testing Site and License: \$6,000
The drymount press in CA 110 that was donated two years ago is still awaiting a 240 circuit to make it operational.

Planning Agenda

1. Purchase 20 new iMac computers and upgrade software per institutional license. – Fall 2013 with 2012/13 VTEA grant monies (\$34,000).
2. Repurpose existing computers for ART 19 Digital Photography in CA 113 – Fall 2014. This is contingent on the first part of #3 below being completed.
3. Installation of Smart Boards in CA113 and CA201 for Fall 2014.
4. Replace existing computer/studio chairs and repurpose those deemed safe for use in the Photography lab - Fall 2014 with Institutional Funding or VTEA grant monies (\$9,000).
5. Replace copy machine with updated model - Fall 2014 with institutional funding or grant monies (\$9,000)

6. Replace the Martin Folding Machine with one that will fold multiple copies, glossy paper, and larger size documents – Fall 2014 with VTEA grant monies (8,000)
7. Begin to replace outdated/obsolete equipment and purchase new equipment listed above based on need through VTEA or Institutional funding.
8. Support the hiring of CTE/Vocational staff to help implement vocational programs across campus.
9. Become a Certiport testing site for Adobe programs - Fall 2015 with institutional or VTEA grant monies (\$6,000)

IV. Outside Compliance Issues

N/A

V. RECOMMENDATIONS TO EDUCATION MASTER PLAN

2013/14 Digital Graphic Design Instructional Program Review

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	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 2014	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	Replace outdated/obsolete/broken equipment with new equipment Purchase new equipment	Fall 2014	70,000	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"
3, 4	Replace and maintain general classroom equipment; Chairs and tables	Spring 2014 - ongoing as needed	\$9,000+	Improve safety and students impression of the program/college as a whole
1, 2, 4	Academic Services: Student athlete enrollment/degree class conflicts	Currently	NA	Alleviate conflict between athletics and academics while providing the athlete with a career or Degree
1, 2, 4	Advise Academic Services and Student Services of the counseling issues occurring with EOP&S, CalWorks, and other Advisory/Funding Offices/programs	Fall 2014	0	Improve student relations and success rate
2, 4	Become a Certiport testing site for Adobe programs	Fall 2015	\$6,000	Allows students the opportunity to test for Adobe certification. Proctored through LCC testing or TECC

SECTION TWO: Human Resource Planning

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>Course(s)</u>	<u>Institutional position</u>	<u>Position in program</u>
Lori Collier ART 1a, ART 12, ART 23, ART 25, ART 28, ART 51, ART 52, ART 60a, ART 60b, ART 64, ART 65	Full-time/Graphic Design	Full-time: Director/Instructor
Michael Giampaoli ART 2, ART 16, ART 8, ART 23	Full-time/Art History/Studio Arts	Part-time: Instructor
Randy Panfilio Art 8/ Art 1B, Art 3	Part-time/Arts/Graphic Design	Part-time: Instructor
Lynn Fuller ART 19	Part-time/Geology/Graphic Design	Part-time: Instructor
Lois Mankins ART 4	Part-time/Graphic Design/Art	Part-time: Instructor
Richard Swanson ART 16	Full-time/English/Graphic Design	Part-time: Instructor
Bev Mendoza ART 23	Part-time/Art/Graphic Design	Part-time: Instructor
Lisa Gardiner ART 49	Full-time/Work Experience	Part-time: Instructor

Now that the program is under way the need for additional faculty is imperative. Full-time and Part-time/adjunct faculty is currently teaching at their maximum with the addition of overload. Instructional overload paired with expanding program duties is daunting and can compromise instruction and/or directing abilities. It also limits the amount of instructor participation in shared governance at LCC.

In addition, any faculty being hired to instruct through the Digital Graphic Design program/Art Department needs to exhibit design/technology skills. With the global advancement of web-based graphic design, the need to support “back end” development and instruction within the program is necessary to maintain industry standards for career placement of students.

Evaluation: It is under this evaluation that in order to provide an ongoing viable program to students, LCC needs to hire additional faculty to the Digital Graphic Design/Art Department. Additional faculty would alleviate the overload on existing Full-time faculty and allow for more productive departments and directorship.

With the global shift from print media to web-based graphics there is an imperative need for an Art 65 Advanced Web Design instructor. This position would bridge the gap between design and technology with “back end” coding in an advanced form by instructing: Flash graphics, app development, forms, lists, video uploads, CSS styles, etc. for web designing. By doing so, LCC would bring a greater scope to instructing computer graphics and technology. This would continue to give our students the cutting edge when looking for a career.

2. The need for additional support staff is crucial for CTE/vocational programs. With the constant change in industry equipment and technology, the learning curve for instructors is high. Outside of class professional development/education is a daily occurrence, yet CTE/vocational instructors/directors are required to teach full time, develop new and review ongoing curriculum, assess SLO's, write IPR reports, order and inventory supplies, network with articulated schools, promote their own programs, provide mentoring to students, organize and chair Advisory Committee meetings, attend on-campus Shared Governance meetings, participate on hiring committees, supervise work study and work experience students, maintain classrooms/lab/studio/training facilities, maintain office organization/files, provide office hours for students, write grant narrative, advisors to campus organizations/clubs, and much more.

Evaluation:

The need for a CTE/Vocational support staff to serve all eleven LCC vocational programs is imperative. The position would organize Advisory Committee meetings, take meeting notes, inventory equipment and supplies, research best prices on supplies, order supplies and equipment, collect data for program IPRs, attend vital committee meetings on behalf of the vocational programs, work with outreach coordinator to promote the programs, address daily office needs, work with CTE/TRANSITIONS to support articulations, and gather information for CTE grants, write follow-up narrative for grants, and much more.

Although some support is available from the various LCC offices/departments, the need for a centralized dedicated staff member would benefit all CTE/Vocational programs greatly. By hiring a CTE staff member it would strengthen the CTE/Vocational directorships allowing for more focused time for developing the programs and for instructing the students.

At this time the Digital Graphic Design program employs two work-study students with more than sufficient amount of work, which consists of 85% special campus assignments such as: campus photographs for use on the LCC website and Facebook, athletic photographs, cultural events, maintain the aesthetic content appearance of display cases and informational boards, graphic design projects as needed beyond ART 60 Production Graphics Class. Only a small portion of their designate hours goes directly to the Digital Graphic Design program for organization, inventory, and process enhancements.

Academic Services provides some support to the program with implementing purchase orders, off campus learning approvals, contracts, reimbursements, curriculum information/updates, and room allocations. Their support is worthy, but not enough to fully articulate the requirements for CTE/Vocational programs across LCC.

In addition, both the Institutional Effectiveness Coordinator and Transfer Center have been valuable in providing data for this IPR report. The LCC Transfer Center has also worked closely with the Digital Graphic Design program in promoting TRANSITIONS between the high schools and college. They have been a valuable asset in bridging the gap between the Chancellor's Office, transfer courses, and promoting CTE/Vocational programs with the Work Force Alliance. Although, there are still some misinformed counselors when it comes to student's educational needs and desires. This is especially evident with the EOP&S, CalWorks, and other advisory/funding offices/programs.

Planning Agenda

1. Hire a Part-time instructor for Art 65 Advanced Web Design.
2. Hire CTE/Vocational support staff.
3. Hire additional Full-time faculty for Art/Design department to share the workload within both departments.

B. PROFESSIONAL DEVELOPMENT

1. A Flex Day contract was honored and completed with additional hours by the director/instructor of the Digital Graphic Design program.

Evaluation: Most flex day activities accounted for were completed on-campus through TECC. Being a new hire in August of 2012, so far there is only one year of flex activities officially recorded. The 2013/14 Flex Activities have been dedicated to developing this IPR.

2. In addition to Flex Day activities as required, the director organized and coordinated several off-campus learning sessions and attended several professional development workshops. The director continues to articulate with other community agencies and high schools.

Evaluation: The off-campus education sessions included tours of A.Carlise Printers, J.C. Paper Company, Jose and Assoc. screen printing/embroidery, Nevada Museum of Art, Stremmel gallery, and Customer Talk. All tours were professional development, educational learning based. In addition, the director attended a three-day On-Course workshop/conference in Costa Mesa, CA on student success and retention. On an on-going basis, The Digital Graphic Design director attends online seminars and workshops to boost awareness of new technology and design within the industry. The last workshop attended was on color and its affects on human nature, 7/2013 and an off campus education session on 11/6/2013.

Beyond, individual and professional development, the director continues to collaborate across campus to provide graphics needs to various departments beyond that of classroom activities, such as: the floor plan for Student Store/bookstore relocation, banners and brochures for Fair 2013 booth, photo manipulation for cafeteria redesign, LCC website headers for the various departments, LCC Graphics Manual, LCC Debit Card design, and graphics for the 2014 Accreditation Self Evaluation report. The director of the Digital Graphic Design program puts in time over and beyond what is required.

Planning Agenda

1. Maintain a detailed calendar record of Flex day, off-campus, and professional development activities.

C. STUDENT OUTCOMES

1. In the student assessment there was a comment requesting a greater variety of instructors.

Evaluation: It is evident that an additional Full-time faculty member is needed to alleviate the work overload of the existing Full-time instructors and help to build a stronger Art Department and Digital Graphic Design program. The addition of a Part-time instructor for Art 65 Advanced Web Design would also provide new and shared viewpoints by bridging the gap between design and technology.

Planning Agenda

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

D. RECOMMENDATIONS TO PLANNING STAFF/HR MASTER PLAN

2013/14 Digital Graphic Design Instructional Program Review

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 2, 3, 4	Hire a part-time instructor for Art 65 Advanced Web Design	Immediately	unknown	Will expand technology instruction to include “back end” processes and bridge the gap between design and technology
1, 2, 3, 4	Hire CTE/Vocational support staff	Spring 2015	unknown	Relieve the work load of vocational instructors so they may direct and instruct at a higher, more manageable level
1, 2, 3, 4	Hire an additional Full-time faculty member for Art/Design department to share the workload within both departments	Fall 2014	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

1. The spaces utilized by the Digital Graphic Design program provides a creative environment that is inspiration to students. The rooms utilized by Digital Graphic Design students are: CA201, CA202, CA204, CA110, and CA113. Students also utilize other studios/labs/classrooms for elective courses.

The Digital Graphic Design program also maintains the exhibits in all the display cases across campus, within the Learning Center, and Board Room windows. The program also maintains the distribution of flyers on all the bulletin boards across campus.

Evaluation: CA204 is supplied with matching computer station/tables and 20 iMac computers, currently out of memory to drive upgraded software, with a scanner at each end of the row of tables. Many of the workstations have defective chairs that don't roll correctly. 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, but its location does not work well with the existing location of the computer tables due to the configuration of the hardwiring. If the computers could be networked through a WiFi system or rewired then the tables could be rearranged to better utilize the Smart board. Students have requested WiFi access for those who have their own mobile devices to work from.

Attached to CA204 is a storage/print room that has limited entry headspace. This room's interior needs minor improvements to accommodate storage. It also has not been painted in 20+ years. 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.

CA202 is primarily set up for dry design work and lecture courses. It is also used for the serigraphy (silkscreen) 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 a smart board installed to support visual presentations.

CA110 is currently being utilized by Art 4, Art 19, Art 28, Art 60a/b, and Art 65 classes as a photography/portrait studio. Each year LCC's athlete's photos are taken there for publications and the website. This site is adequate with the exception that a 220 electric outlet needs to be installed to accommodate the dry mount machine.

CA113 has always been considered the photography lab and recently received a major cleanup. Art 23 will be utilizing some of the open space for printmaking and silk-screening. It has been discussed amongst the instructing faculty to move ART 19 into the lecture space, utilizing the existing computers being replaced in CA204 for photography classes. WiFi or hardwire and electricity would have to be installed to support digital photography needs. This would enhance the space and the program as a whole by combining both photography mediums within one space. Water temperature issues remain a constant in spite of numerous requests to fix the problem as well as, the purchase of a silver filter to recycle silver from used fixer is necessary.

The heating of numerous classroom/labs/studios is inconsistent and problematic in the Creative Arts Building. Several classes were cancelled in the fall of 2103 due to the furnace over-heating the computer/photography lab. Although maintenance was quick to respond the furnace wasn't, causing CA 204 and CA 113 to heat up over 100 degrees. Both spaces have inadequate cross ventilation. The furnace over-heating and lack of cooling is a deterrent for students and provides for a poor and unhealthy learning environment. The entire furnace/boiler system in the Creative Arts Building is in need of overhaul or replacement.

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, musical and poetry venues, greater student art shows, and bring the community onto campus. A campus Visitors Center adjacent to the entrance circle could provide new students/visitors with directional information at the same time host a gallery setting. Other possibilities include a Cultural/Meeting Center adjacent the Cafeteria that could be used for banquets, award ceremonies, large meetings, fairs, and events, especially when the quad is not available due to inclement weather.

Currently the paneled walls along the 2nd floor hallway serve well as critique boards for critiquing and analyzing student artwork, but are not secured areas to host community and high-end shows. The Learning Center inadequately hosts several walls and a wooden display cabinet for artwork exhibits. The wall coverings have become faded, soiled, and water damaged over the years. The walls are not welcoming in the current condition they are in, as they display artwork poorly. The old wall covering needs to be removed and replaced with new.

In addition, improvements need to be made to the (4) display cases across campus to replace the lighting systems with energy efficient UV protected bulbs and fixtures, thus resulting in less electrical usage and safer environment for artwork. The lighting in the Boardroom windows needs to have a designated switch with a timer. Currently the lights have to be manually turned on and off through the breaker panel box. Also, in front of the Boardroom is an obsolete pay phone. The phone is not in working condition and is obstructive to the viewing of displays within the windows.

Exterior bulletin boards/kiosks across campus are in poor condition and need to be renovated or removed. They pose a safety hazard in that the raw wood inflicts splinters, the bases are deteriorating, paint is peeling, and the pin up boards are warped. Several of the kiosks are located within the path of sprinklers, which saturate the information and flyers posted to them.

Planning Agenda

1. Install electricity, hardwire and/or WiFi in CA 113 for computers to be use by ART 19 Digital Photography.
2. Install WiFi in the Creative Arts building to support all existing and new applications within the building.
3. Submit a work order for 220 electrical to be installed in CA110.
4. Submit a work order for the improvement of the storage/print room entryway and for the space to be painted.
5. Promote the installation of a Smart Board in CA 113 and CA 201 (Title III grant).
6. Promote the installation of a silver filter in CA 113.
7. Submit work order to have vent switch installed in CA 202.
8. Submit a work order to have switches with timers installed for the window displays in the boardroom.
9. Submit work order for extraneous analogue lines to be removed in CA 204.
10. Submit work order to remove payphone from in front of Boardroom.
11. Submit a work order to rebuild or remove the dilapidated exterior bulletin boards/kiosks.
12. Submit a work order and promote the replacement of the wall covering in the Learning Center.
13. Promote the replacement of lighting in the display cases across campus.
14. Submit work order to have water-cooling system repaired or replaced in CA 113 and a silver filter purchased and installed.
15. Promote the overhaul or replacement of the heating system to Creative Arts Building.
16. Promote the installation of an air conditioning system in Creative Arts Building.
17. Promote the building of an LCC Information/visitors center/art gallery.

RECOMMENDATIONS TO FACILITIES MASTER PLAN

2013/14 Digital Graphic Design Instructional Program Review

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2, 3, 4	IT to hardwire or WiFi CA 113 for computers	Fall 2014	Unknown	To be used for ART 19 and freeing up CA204 for open lab time.
2, 3, 4	IT to install WiFi in Creative Arts Building	Fall 2014	Unknown	Give student access to utilize their own mobile devices, eliminates computer placement constraints
2, 3, 4	220 electrical to be installed in CA110 for lg. dry mount machine	Fall 2014	\$300	Allows students to utilize equipment
3, 4	Entry improvement and paint of the storage/print room in CA204	Fall 2014	\$500	Eliminate safety hazard and cleans up stained walls
2, 3, 4	Vent switch installed in CA 202	Fall 2014	\$200	To exhaust fumes from inks and solvents
3, 4	Install switches with timers for window displays in boardroom	Fall 2014	\$300	Allows for a safe on and off access to the lights and for afterhours lighting
3, 4	Remove payphone from in front of Boardroom	Summer 2014	0	Eliminates an eye sore and allows for window display visibility
3, 4	Remove extraneous analogue lines in CA 204	Fall 2014	\$200	Eliminates excess wiring and less confusion as to which wires go where
3, 4	Repair and paint or remove the dilapidated exterior bulletin boards/kiosks	Summer 2014	\$200 to remove \$1500 to repair \$3,000 to replace	Visually and safely enhances campus. They are not used like interior boards and should be removed
2, 3, 4	Replace wall covering in the Learning Center	Fall 2014	\$1,000	Is visually attractive and gives a caring appearance to the Center and the artwork displayed. Teaches students who exhibit work to care for and take pride in the facilities they are provided

2, 3, 4	Replace lighting in the display cases across campus	Spring 2015	\$1,000	Will save energy, won't attract bugs, or generate heat within the case. Artwork safe. Allows students who maintain the display cases to learn about proper lighting of artwork
2, 3, 4	Repair or replace water-cooling system in CA 113	Fall 2014	Unknown	May already be done, needs to be confirmed
2, 3, 4	Purchase and install Silver filter on sink in CA 113	Spring 2015	\$300	Will allow waster chemical to be disposed of and filtered silver to be recycled.
2, 3, 4	Overhaul or replace Heating System in Creative Arts Building	Fall 2014	Unknown	Will provide a comfortable and healthy learning environment for students and for housing high dollar equipment, printers, and computers
2, 3, 4	Install air conditioning system in Creative Arts Building	Spring 2015	Unknown	Will allow for summer courses to be taught, generating more FTE. May even be cost saving compared to the multiple window units used

SECTION FOUR: Technology Planning

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 even in economical challenging times (12% in 2012/13), 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 student FTEs.

Evaluation: The lab will be upgrading the 20 iMac computers for Spring semester 2014. A 2013/14 CTE/VTEA grant was received to replace the computers. Support staff is needed for installation of hard 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.

The computers being replaced will be repurposed for use by the ART 19 Digital Photography class and will need to be moved and installed into CA113. This lab/studio will need to be hardwired or installed with supportive WiFi. CA 113 also needs a Smart board installed to support lecture components of the classes instructed there.

WiFi needs to be installed throughout the Creative Arts Building to support student's mobile devices, such as laptops and smart phones, which are used by students in Art 28, Art 65, and various other classes. With the addition of WiFi in the Creative Arts Building the computer lab in CA 204 can be reconfigured so use of the Smart Board can be implemented.

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.

There is also a great need for LCC to purchase a monthly service for sending large files and graphics files such as: HighTail.

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 are outdated and 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

1. Promote the installation of hardwire or WiFi in CA 113 for computers to be use by ART 19 Digital Photography.
2. Promote the installation of WiFi in the Creative Arts building that supports all applications within the building.
3. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab.
4. Promote the installation of a Smart Board in CA 113.
5. Submit work order for extraneous analogue lines to be removed in CA 204.
6. Request monthly updates of software and networking needs within the lab by IT department.
7. Support the purchase of a large file sending service: HighTail.
8. Re-configure computer lab in CA 204 so the Smart Board can be utilized.

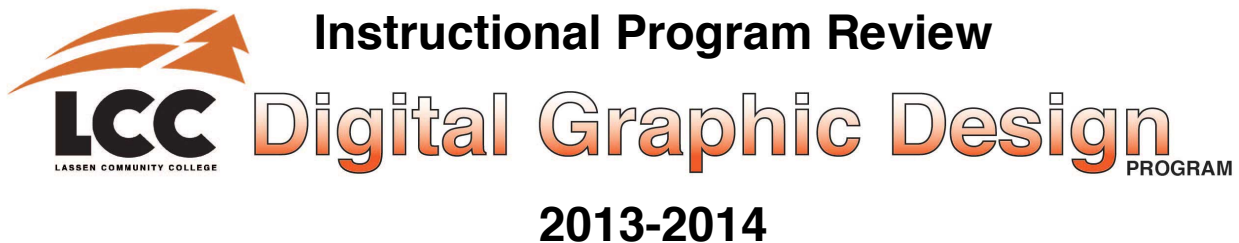
RECOMMENDATIONS TO TECHNOLOGY MASTER PLAN

2013/14 Digital Graphic Design Instructional Program Review

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2, 3, 4	Hardwire or WiFi CA 113 for computers	Fall 2014	Unknown	To be used for ART 19 and freeing up CA204 for open lab time
2, 3, 4	Install WiFi in Creative Arts Building	Fall 2014	Unknown	Give student access to utilize their own mobile devices, eliminates computer placement constraints
2, 3, 4	Maintain upgrades to computers, software, and equipment within the Art Department/Design Photography lab.	Ongoing	Unknown	Maintains a state of the Art learning experience for students and reduces technology issues
2, 3, 4	Installation of a Smart Board in CA 113 and CA 201	Fall 2014	Title III Grant	Allows instructors to utilize technology within the classroom
3, 4	Remove extraneous analogue lines in CA 204	Fall 2014	\$200	Eliminates excess wiring and less confusion as to which wires go where
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
2, 3, 4	Provide HighTail for sending large files	Fall 2014	\$10 month	Allows for greater flexibility when sending large documents and graphics files around campus and to printers.
2, 3, 4	Reconfigure CA 204 computer lab so Smart Board can be used	Spring 2015	0	Allows for better technology based learning, and allows for use of purchased technology.



ATTACHMENTS



Lori L. Collier: Faculty, Program Director

Attachment 1

Lassen Community College District Strategic Plan

Vision

- Be the Academic Leader by ensuring quality and student success
- Be the Educational Leader by expanding outreach and student access
- Be a Trusted Steward by providing capable leadership and accountability
- Be the Economic and Workforce Development Leader for the community
- Be the Cultural Leader in the community
- Be the Civic and Social Leader in the community
- Be the Model of a highly efficient self-sustaining rural community college

Mission

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **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.
2. **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.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **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.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Values

Educational Excellence – We value:

- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms
- Student learning as the focal point of every experience

Student Focus – We value:

- Doing what is best for students, not what is easiest or most efficient
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:

- Establishing trust in relationships
- Dependability
- Transparency

Student Success – We value:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Vocational students being prepared for the job market

Dignity/Respect – We value:

- Civility
- Collegiality
- Diversity
- Active listening and communication
- Agreements that are made and kept



Program Student Learning Outcomes

**Upon completion of the
Associate in Science Degree in Digital Graphic Design and/or
Certificate of Achievement in Digital Graphic Design
the student will 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.

Attachment 2

Lassen College
Instructional Program Review - Annual Update
Annual Update to IPRs completed on either 2-yr or 4-yr rotations

All programs will complete an annual review and update. This summary and related documents serve to provide annual input to the planning and budgeting processes. Relying on data provided, student learning outcome results and dialog, and advisory committee input (career/technical programs only), document each of the items below as well as any additional information pertinent to the program's success or needs.

Progress Report

Review previous IPR and/or annual update. Describe progress made on any recommendations. Describe any changes made within the program.

Referring to ART Department IPR 2012

The Art department has fulfilled many of the prioritized recommendations within the past several months.

Section Two: Curriculum

Item A: Courses Recommendations Updated

- #1. Art 51, Mus 10, Mus 11, SPCH 2, courses were reviewed and inactivation was recorded*
- #2. N/A*
- #3. All courses being taught have been reviewed and updated with current textbooks and references to today's teachings and technology.*
- #4. Many new courses have been added including an online Art 8: Art Appreciation course.*

Item B: Degrees and/or Certificates Recommendations Updated

- #1. TMC Evaluation is on going as this is the first year offered.*
- #2. A.S. Degree in Digital Graphic Design was approved by the Chancellor's Office in summer 2012.*
- #3. Certificate of Achievement was submitted and approved at the same time as the A.S. Degree was.*
- #4. N/A*

Item C: Scheduling and Enrollment Patterns Recommendations Updated

- #1. Courses are being monitored and assessed by Full-Time faculty member and appropriate alterations are being made based on consistency between SLO's, web advisor, catalog description, and course objectives.*
- #2. The above online course was very successful, although there are not enough instructors to offer online courses on a regular basis.*
- #3. N/A*

Item D: Articulation/Integration of Curriculum Recommendations Updated

- #1. These considerations are ongoing and faculty are aware of the importance to articulate with CSUC's and UC's.*
- #2. Many courses in the AA-T in Arts are cross-referenced with consideration always in mind when offering new courses.*

Item E. Program Expansion Recommendations Updated

- #1. Certificate of Achievement in Digital Graphic Design has been developed, approved, and is being implemented.
- #2. The State is currently working on a Transfer Degree in Graphic Design. Once approved at the state level, LCC will apply for the transfer curriculum in that discipline.

Section Three: Student Outcomes

Item A: Trends and Patterns in Student Outcomes: No Recommendations

Item B: Student Learning Outcome Assessments Recommendations Updated

- #1. The requirement of SLO and assessments was made through faculty contracts with publicity to each instructor by the division chair.
- #2. Weave Online workshops with compensation to Adjunct faculty were implemented to help instructors.
- #3. Final SLO evaluations are made by the Office of Academic Services and any corrections are made by the appropriate faculty member.
- #4. Each Faculty member maintains evaluations and makes recommendations to division chairs if necessary.
- #5. SLO Assessments have proven valuable to the Art Department and changes to courses have been made from the assessments.

Item C: Student Evaluation Summary: No Recommendations

Section Four: Personnel and Support Services

Item A: Program Staffing Recommendations Updated

- #1. N/A
- #2. N/A
- #3. The art department has been relying on a reduced workforce for many years resulting in the inability to expand as needed. A new Full Time faculty member was hired in August 2012 to instruct Digital Graphic Design courses. This still did not alleviate the need for additional Art instructors.

Item B: Professional Development: No Recommendations

Section Five: Facilities/Equipment

Item A: Facilities Recommendations Updated

- #1. Work orders have been submitted to maintenance with no results to the installation of a 240V receptacle in CA110/112.
- #2. Continual ideas are being formulated, but no concrete plans have developed as to a permanent location for a larger and secured gallery space.
- #3. Works orders have been submitted to maintenance to repair the plumbing problem in CA 113 with no results.
- #4. With the addition of Smart boards in all the lecture/labs the white board and overhead projector was left intact in room CA 127.
- #5. The projection system is working adequately in CA 127.
- #6. Discussions have been made that Digital Photography will move into CA 113 with traditional Photography once new computers are purchased for CA 204, thus allowing the older computers to be utilized strictly for Digital Photography. In the meantime, Printmaking maybe held in CA 113 or in CA 202 pending amount of space needed.

Item B: Equipment Recommendations Updated

- #1. Wacom Tablets were purchased with 2011-12 Perkins CTE grant funding in Fall 2012.
- #2. Printmaking equipment was purchased with the 2011-12 Perkins CTE Grant in Fall 2012.
- #3. iMac computers in CA 204 used for the Digital Graphic Design program can no longer support the software. LCC is two years behind the local high school in Graphics technology. LCC has the software upgrade, but cannot install it. New Computers will need to be purchased at a cost of \$34,000.
- #4. A review of replacing equipment for Ceramics and Photography will need to be assessed with line items and estimated costs. It is necessary to maintain and keep equipment, tools, and technology up-to-date in order for students to transfer seamlessly to the next level of education at a CSU or UC. These larger equipment items will need to move up in priority.

Section Six: Budget

Item A: Budget Recommendations Updated

- #1. Wacom Tablets were purchased with the 2011-12 Perkins CTE grant funding in Fall 2012.
- #2. Printmaking equipment was purchased with the 2011-12 Perkins CTE grant in Fall 2012.
- #3. Lab fees have been allocated into the Art Departments budget and are being used to replenish used materials.
- #4. Communication between business office and Art Department is greater. Job costs and production fees are tallied and recorded by Digital Graphic Design instructor.
- #5. Discussions have been made with Academic Services, but funding amounts and allocations are pending the discussion to separate the Digital Graphic Design program from the Studio Arts budget.
- #6. Resulting in the lack of memory to support the current industry standard software the computers in CA 204 will need to be replaced at a cost of approximately 34,000. And put to the top of recommendations.
- #7. Off Campus Learning has been allocated through the use of supply monies for this year. A separate amount will need to be set-aside in the budget.
- #8. Life drawing model costs will used from the supply budget this year.
- #9. Assessment is being made and a report will be generated at the end of the Spring semester to better calculate annual usage of inks and supplies.
- #10. A replacement schedule for capital outlay, notably new iMac computers has been moved to an immediate need as top priority. Can be purchased with Perkins/CTE grant funds.

Item B: Budget from Sources of Funding other than the district Recommendations Updated

- #1. Many courses cross-reference both the Studio Arts and Digital Graphic Design program. With more Digital Graphic Design students utilizing equipment, funding is available through vocational/Perkins CTE/VATEA grants.

Section Seven:

Item A: Prioritized Recommendation from section 1-3 Recommendations Updated

- #1. N/A
- #2. Certificate of Achievement was submitted and approved at the same time as the A.S. Degree was.
- #3. SLO Training has been established through the TECC and Weave-Online training. A special training session for the art Department Faculty took place in Fall 2012. Ongoing training for adjunct faculty is also available.
- #4. Online Art 8 course was very successful, although there are not enough instructors to offer online courses on a regular basis.
- #5. The need to expand the Digital Graphic Design program with an animation component is currently being assessed through student interest by adding an animation portion to the existing curriculum in the Art 64 Digital Illustration class and the use of Flash graphic animation in the Art 65 Advanced Web Design class. The ability to teach animation will be predicated on the purchase of new computers.

#6. Current adjunct faculty members are qualified to teach the courses, but are limited with adjunct teaching hours. The courses may be offered during summer sessions, but lack of air conditioning in Creative Arts makes the offering of summer courses problematic.

#7. N/A

#8. Art 51, Mus 10, Mus 11, SPCH 2, courses were reviewed and inactivation was recorded.

#9 Courses are being monitored and assessed by Full-Time faculty member and appropriate alterations are being made based on consistency between web advisor, catalog description and true course objectives.

#10. TMC Evaluation is on going as this is the first year offered.

#11. Working with LCC Curriculum Committee and the LCC Transfer Center allows for awareness of such articulation.

#12. Final SLO evaluations are made by the Office of Academic Services and any corrections made by faculty member. Each Faculty member maintains evaluations and makes recommendations to division chairs if necessary.

Item B: Prioritized Recommendations from Section 4-6 Recommendations Updated

#1. N/A

#2. N/A

#3. Lab fees have been allocated into the Art Departments budget and are being used to replenish materials. Communication between business office and Art Department is greater. Graphics job costs and production fees are tallied and recorded by Digital Graphic Design instructor.

#4. Discussions have been made with Academic Services, but funding amounts and allocations are pending the discussion to separate the Digital Graphic Design program from the Studio Arts budget.

#5. Off Campus Learning has been allocated through the use of supply monies for this year. A separate amount will need to be set-aside in the budget.

#6. Wacom Tablets were purchased with 2011-12 Perkins CTE grant funding in Fall 2012.

#7. Printmaking equipment was purchased with the 2011-12 Perkins CTE Grant in Fall 2012.

#8. Life drawing model costs will used from the supply budget this year.

#9. Current adjunct faculty members are qualified to teach the course(s), but are limited with adjunct teaching hours. The courses maybe offered during summer sessions, but lack of air conditioning in Creative Arts makes the offering of summer courses problematic.

#10. Work orders have been submitted to maintenance with no results to the installation of a 240V receptacle in CA110/112. Many works orders have been submitted to maintenance to repair the plumbing problem in CA 113 with no results.

Continual ideas are being formulated, but no concrete plans have developed as to a permanent location for a larger and secured gallery space.

With the addition of Smart boards in all the lecture/labs the white board and overhead projector was left intact in room CA 127. Currently the projection system is working adequately in CA 127.

Discussions have been made that Digital Photography will move into CA 113 with traditional Photography once new computers are purchased for CA 204, thus allowing the older computers to be utilized strictly for Digital Photography. In the mean time, Printmaking maybe held in CA 113.

#11. Since CA 202 has become a shared classroom space, the full utilization of CA 202 strictly as a secured gallery is not feasible. The art department will continue to utilize portions of the Learning Center and CA 202 for student art. A secure and manned gallery space for traveling shows is still needed within the campus culture / community and would bring outside the area artisans onto campus, thus promoting LCC.

#12. N/A

#13. A replacement schedule for capital outlay, notably new iMac computers has been moved to an immediate need, as top priority. iMac computers in CA 204 used for the Digital Graphic Design program can no longer support the software. LCC is two years behind the local high school in Graphics technology. LCC has purchased the software upgrade, but cannot install it. New Computers

will need to be purchased at a cost of \$34,000. Funding is available through Perkins/CTE Grant Funds.

#14. Review of replacing equipment for Ceramics and Photography will need to be assessed with line items and estimated costs. It is necessary to maintain and keep equipment, tools and technology up-to-date in order for students to transfer seamlessly to the next level of education. These larger items will need to move up in priority.

#15. Many courses cross-reference both the Studio Arts and Digital Graphic Design program. With more Digital Graphic Design students utilizing equipment, funding may be made available for new equipment through vocational/Perkins CTE/VATEA grants. This would be a great opportunity to apply for funding for the much needed iMac computers.

Student Learning Outcomes.

Note emerging needs based on assessment of student learning outcomes. Note any planning or budget changes based on assessment of student learning outcomes.

Per the following program SLO assessments, it has been determined that LCC is two years behind the local high school with computer lab technology. The current Digital Graphic Design Lab “industry standard” iMac computers are now out dated (maxed out of memory) and the new Adobe CS6 software, for which LCC has a purchase license, cannot be installed. In order to serve the State articulation (CTE-Transitions) contracts, LCC needs to meet the needs of incoming students with upward mobility in education through advanced technology. By doing so, LCC can guarantee students a higher level of education that is competitive in the industry or will transfer to a CSU or UC successfully.

Art Program SLO

- 1. Solve basic problems of visual expression using various techniques and mediums.*

Digital Graphic Design SLO

- 1. Develop a portfolio of work to present to prospective employers with examples of work in Adobe Illustrator, Photoshop, and InDesign.*
- 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.*
- 3. Use basic design principles and industry standard software to express an individual visual idea effectively to a second party.*

The need of updated software and iMacs is stated in the Art Department IPR report under Section five: Facilities/B: Equipment #2 and Recommendation Plan #3; Section Six: Budget/ Recommendation Plan #10; Section Seven/ Summary Prioritize Recommendation Plan #13; ‘Implement a replacement schedule for capital outlay equipment, most notably the computers in digital graphics lab (current estimate would be approximately \$34,000)’.

This assessment is also supported by the Fall 2012 student IPR survey results. It was unanimous that students found the computers to be problematic (insignificant software, outdated system requirements, and lack of memory space to work large projects) and the computer station chairs to be dangerous and broken.

With this assessment result, it is imperative that LCC supports the Art Department IPR request to move the funding for new iMac computers and lab chairs to the top of the priority list as funding is available through the Perkins/CTE grant.

Curriculum

Review curriculum status of previous IPR. Note any curricular changes made within the instructional program since the last review.

Since the last Art Department IPR, LCC received state approval for an A.S. degree in Digital Graphic Design and a Certificate of Achievement in Digital Graphic Design. LCC also approved a Certificate of Accomplishment in Digital Graphic Design Entrepreneurship - effective Fall 2013. Several new classes have been and will be offered under the auspice of the Art Department: Art 23 Printmaking, Art 64 Digital Illustration, and Art 65 Advance Web Design. All course outlines have been reviewed or revised with textbook updates; some course units have been increased per SLO assessments, and rewritten to reflect today's ever-changing world, technology, and industry standards.

Printmaking was thought to be a workshop course, but has now been added as a credited course to both the Art and Design curriculum to bridge the gap between the two disciplines and satisfies transfer requirements. Other workshops are still an interest and necessary, but would require air conditioning in the Creative Arts Building so they could be taught during summer months as not to affect regular semester enrollments. More instructors are needed for the expansion and addition of new courses or workshops.

Program Needs Assessment

Describe new needs that have developed since the previous review. Consider new needs in staffing, equipment, training, facilities, or funding. Make sure to include data sources in the previous item that support emerging program needs.

Per this assessment, it is imperative that LCC supports the Art department IPR request to move the funding for new iMac computers and lab chairs to the top of the priority list in order to provide students with upward mobility education, allow for positive transitions from high school to college, and provide a safe, state-of-the-art graphics lab that benefits the majority of students within the Art Department as a whole. This request would also alleviate the student's complaints and comments made on their IPR assessment survey.

With the purchase of new iMac computers the existing computers can be repurposed for the Digital Photography courses. Consideration has been made to move the Digital Photography courses to the traditional Photography lab CA 113, providing a solid environment of photography. The existing iMac computers have significant software and memory space for the Digital Photography classes to utilize. This would also free up CA 204 lab use and provide open lab time for students outside of regular class periods.

WiFi will need to become available throughout the Creative Arts Building within a year in order to best serve the LCC students as a whole and for the trending use of technology within the classroom for research and supportive learning. This would allow for greater mobility of equipment and student's access of computers. This item is a part of the LCC ITP.

It is becoming evident that the Art Department is still in need of several additional adjunct faculty members or another Full Time Faculty member if the department continues to gain popularity and grow. Growth is obvious in correspondence, online, hybrid areas, and with the projected future of the Digital Graphic Design program. LCC would like to offer workshops, more night courses, and summer classes, but it is impossible with the size of staff presently employed.

Materials, supplies, and equipment upgrades is a constant in the Art Department and Digital Graphic Design program as tools and technology consistently change within the global environment. Maintaining strong funding and a fluid budget is imperative.

In order to expand the Art Department or Digital Graphic Design program into summer sessions, air conditioning is a must in the Creative Arts Building. At one time air conditioning was incorporated into the facilities Master Plan to be installed for summer 2012. Although plans do change per dire needs, the Creative Arts Building is still in need and would generate income through the additional FTE's.

Additional Information

Describe or note additional information pertinent to the program, particularly information which supports new needs or growth or that documents program successes.

The approval of the A.S. Degree and Certificate of Achievement in Digital Graphic Design and a state approved TRANSITIONS articulation agreement between LCC, Lassen High School, and Herlong High School substantiates that LCC needs to be the leader in technology in order for students to transition into higher education with ease and confidence. In order to attract, retain students, and compete in the global world, LCC needs to offer State-of-the-art equipment and technology as incentives. Currently, LCC is two years behind our local high school in technology, equipment, and software. The New Digital Graphic Design program compliments the existing Studio Arts program, vice-a-versa, with many shared courses bridging the gap between the two programs. It is imperative that the two programs within the Art Department maintain a viable reputation and produce competitive, well educated, and creative students that will be representatives of LCC long after they have moved on.

Progress and Reprioritization of Recommendations

Review the prioritized recommendations in the previous program review. Record outcomes of items in the planning agendas for each section. Note any changes in priority as well as any additions or deletions. Provide updated planning agenda forms for each planning committee.

With many of the Art Department items (2, 3, 4, 8, 9,) already completed in the prioritized recommendations sections 1-3, it is advised to continue with the evaluations of courses through SLO assessments, collect data on animation/digital media course needs, and pursue summer workshops once air conditioning is provided in the Creative Arts Building.

In the prioritized recommendations sections 4-6 the Art Department has completed five items (3, 5, 6, 7, 8). Changes to the items include the following prioritization:

#1. (was #13) A replacement schedule for capital outlay, notably new iMac computers has been moved to an immediate need, as top priority. iMac computers in CA 204 used for the Digital Graphic Design program can no longer support the software. LCC is two years behind the local high school in Graphics technology. LCC has purchased the software upgrade, but cannot install it. New Computers will need to be purchased at a cost of \$34,000. Funding is available through Perkins/CTE grant.

#2. (was #15) Many courses cross-reference both the Studio Arts and Digital Graphic Design program. With more Digital Graphic Design students utilizing equipment, funding is available for new equipment through vocational/Perkins CTE/VATEA grants. This would be a great opportunity to apply for funding for the much needed iMac computers.

#3. (was #14) Review of replacing equipment for Ceramics and Photography will need to be assessed with line items and estimated costs. It is necessary to maintain and keep equipment, tools and technology up-to-date in order for students to transfer seamlessly to the next level of education. These larger items will need to move up in priority.

#4. (was #10) Resubmit work orders and attach form to facilities Master Plan. Many work orders have been submitted to maintenance with no results to the installation of a 240V receptacle in CA110/112. Many works orders have been submitted to maintenance to repair the plumbing problem in CA 113 with no results.

Discussions have been made to move Digital Photography into CA 113 with traditional Photography once new computers are purchased for CA 204, thus allowing the older computers to be utilized strictly for Digital Photography. In the mean time, Printmaking maybe held in CA 113 or CA 202 pending required space. Air conditioning to the Creative Arts Building will be included in the request for Facilities Master Plan.

#5 (was #4) Discussions have been made and will continue with Academic Services to increase the Art Department budget due to the addition of the Digital Graphic Design program. Funding amounts and allocations are pending due to the idea of separating the Digital Graphic Design program from the Studio Arts budget.

#6 (was #9) In finding new instructors for existing and projected courses to be taught it was identified that current adjunct faculty members are qualified to teach the course(s), but are limited with their teaching hours. The courses maybe offered during summer sessions, but lack of air conditioning in Creative Arts voids the offering of summer courses.

#7 (was #11) Since CA 202 has become a shared classroom space, the full utilization of CA 202 strictly as a secured gallery is not feasible. The art department will continue to utilize portions of the Learning Center and CA 202 for student art. A secure and manned gallery space for traveling shows is still needed within the campus culture / community and would bring outside the area artisans onto campus, thus promoting LCC.

Program Faculty

Date: _____

Lassen College
Instructional Program Review - Annual Update
Forms for submission to planning committees

Due date: Program (i.e. 2013 Basic Skills IPR Annual Update)

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Education Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1.	Encourage English Department/Basic Skills to raise the bar by teaching appropriate reading and writing skills, especially to lesser educated students.	Immediately	N/A	Higher educated student who will be able to function or obtain a career in mainstream work place, who can read questions on a test, and write a report for a client or boss.

Due date : Program (i.e. 2013 Administration of Justice IPR Annual Update)

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Human Resource Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1.	Additional Adjunct Faculty – Art/Design	Fall 2013	\$20,000	Reduce overload of full time faculty, be able to offer more courses
2.	Additional Full Time Faculty Member – Art/Design	Fall 2013	\$50,000	Reduce overload of full time faculty, be able to offer more courses

Due date: Program (i.e. 2015 Business IPR Annual Update)

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Facilities Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1.	Water Cooling/Plumbing fixed in CA 113	Summer 2013	\$2,000	Be able teach the proper mixing of photography developer with less waste due to incorrect water temp.
2.	220 outlet provided in CA 110/113	Summer 2013	\$200	Be able to teach how to mount large photo /graphics prints with existing mounting press
3.	Gallery Space on campus that can be open to the public, hosts easy and safe public access, is secured with an alarm, and can be manned during normal business hours	Before w	N/A	To be able to host traveling art shows and bring artisans from outside Lassen County here. Be able to promote LCC student's art at a grander scale while promoting LCC's programs.

Due date: Program (i.e. 2014 Humanities IPR Annual Update)

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Technology Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1.	Purchase new iMac computers for CA 204, install updated software	Fall 2013	(\$34,000) funded by the Perkins/CTE Grant	To be ahead of local high school with technology, provide a smooth transition from high school, college to work place or UC/CSU for transfer. Teach at a global level. Will allow students to work at home and in class, as LCC is two years behind in software/computer technology.
2.	Install WiFi throughout the Creative Arts Building	Fall 2013	N/A	Better use of technology, better serve students who utilize lab tops, less hard wire connections, ability to utilize mobile devices. Again LCC is several years behind our competitors.
3.	Install existing iMac computers in CA 113 once Strategic Goal 1 is met.	Fall 2013	Time/electrical and WiFi	Will give Digital Photography a place of its own within the traditional Photography lab, thus creating a strong photography environment with shared use of the portrait studio.

Attachment 3

DGD Makeup

Course	Degree	Certificate
ART-1A	x	x
ART-1B	x	
ART-2	x	x
ART-3	x	
ART-4A	x	x
ART-8		x
ART-12	x	x
ART-16	x	x
ART-19A	x	x
ART-23	x	x
ART-25	x	x
ART-28A	x	x
ART-49	x	x
ART-49A	x	x
ART-51	x	x
ART-52	x	x
ART-60A	x	x
ART-60B	x	x
ART-64	x	x
ART-65	x	x

Courses offered by year

Year	2011-2012	2012-2013
ART-12	1	1
ART-16		1
ART-19A	4	2
ART-1A	1	1
ART-1B	1	
ART-2	2	2
ART-25	1	1
ART-28A	1	
ART-3		1
ART-49	2	2
ART-49A		2
ART-4A	1	2
ART-51	1	1
ART-52	1	
ART-60A		2
ART-60B		2
ART-64		1
ART-65		1
ART-8	15	10
Total	31	32

Courses offered by term

Year	2011-2012			2012-2013		
	SU	FA	SP	SU	FA	SP
ART-12		1				1
ART-16						1
ART-19A		2	2		1	1
ART-1A		1			1	
ART-1B			1			
ART-2		1	1		1	1
ART-25			1			1
ART-28A		1				
ART-3						1
ART-49		1	1		1	1
ART-49A					1	1
ART-4A		1			1	1
ART-51			1			1
ART-52		1				
ART-60A					1	1
ART-60B					1	1
ART-64					1	
ART-65						1
ART-8	7	2	6	5	3	2
Total	7	11	13	5	12	15

Enrollment

Year	2011-2012			2012-2013		
Term	SU	FA	SP	SU	FA	SP
ART-12		4				9
ART-16						8
ART-19A		27	22		10	15
ART-1A		19			17	
ART-1B			16			
ART-2		28	22		27	26
ART-25			20			16
ART-28A		20				
ART-3						8
ART-49		1	5		2	2
ART-49A					2	3
ART-4A		7			10	10
ART-51			9			14
ART-52		4				
ART-60A					10	8
ART-60B					3	4
ART-64					14	
ART-65						5
ART-8	199	61	174	155	81	58
Total	199	171	268	155	176	186

Year	2011-2012	2012-2013
ART-12	4	9
ART-16		8
ART-19A	49	25
ART-1A	19	17
ART-1B	16	
ART-2	50	53
ART-25	20	16
ART-28A	20	
ART-3		8
ART-49	6	4
ART-49A		5
ART-4A	7	20
ART-51	9	14
ART-52	4	
ART-60A		18
ART-60B		7
ART-64		14
ART-65		5
ART-8	434	294
Total	638	517

FTEs

Year	2011-2012			2012-2013		
	SU	FA	SP	SU	FA	SP
ART-12		0.27				1.50
ART-16						1.60
ART-19A		3.70	3.50		2.03	2.40
ART-1A		3.80			3.40	
ART-1B			3.20			
ART-2		5.60	4.40		5.40	5.20
ART-25			3.33			2.67
ART-28A		3.33				
ART-3						1.60
ART-49		0.03	0.17		0.07	0.07
ART-49A					0.07	0.17
ART-4A		2.20			2.20	2.60
ART-51			1.20			2.33
ART-52		0.53				
ART-60A					0.00	0.00
ART-60B					2.07	1.87
ART-64					2.33	
ART-65						0.67
ART-8	19.90	6.10	17.40	15.50	8.10	5.80
Total	19.90	25.57	33.20	15.50	25.67	28.47

Year	2011-2012	2012-2013
ART-12	0.27	1.50
ART-16		1.60
ART-19A	7.20	4.43
ART-1A	3.80	3.40
ART-1B	3.20	
ART-2	10.00	10.60
ART-25	3.33	2.67
ART-28A	3.33	
ART-3		1.60
ART-49	0.20	0.13
ART-49A		0.23
ART-4A	2.20	4.80
ART-51	1.20	2.33
ART-52	0.53	
ART-60A		0.00
ART-60B		3.93
ART-64		2.33
ART-65		0.67
ART-8	43.40	29.40
Total	78.67	69.63

**FTES/FTEF
Efficiency**

Year	2011-2012			2012-2013		
Term	SU	FA	SP	SU	FA	SP
ART-12		4.00				10.59
ART-16						9.85
ART-19A		17.08	16.16		18.77	22.16
ART-1A		23.38			20.92	
ART-1B			19.69			
ART-2		34.46	27.08		33.23	32.00
ART-25			23.52			18.82
ART-28A		23.52				
ART-3						9.85
ART-49						
ART-49A						
ART-4A		12.00			11.00	13.00
ART-51			11.08			16.48
ART-52		4.92				
ART-60A						
ART-60B					11.81	10.67
ART-64					16.48	
ART-65						6.16
ART-8	28.43	30.50	29.00	31.00	27.00	29.00
Total	28.43	20.59	23.86	31.00	20.53	16.70

Year	2011-2012	2012-2013
ART-12	4.00	10.59
ART-16		9.85
ART-19A	16.62	20.47
ART-1A	23.38	20.92
ART-1B	19.69	
ART-2	30.77	32.62
ART-25	23.52	18.82
ART-28A	23.52	
ART-3		9.85
ART-49		
ART-49A		
ART-4A	12.00	12.00
ART-51	11.08	16.48
ART-52	4.92	
ART-60A		
ART-60B		11.24
ART-64		16.48
ART-65		6.16
ART-8	28.93	29.40
Total	23.60	20.16

Success Rate

Year	2011-2012			2012-2013		
Term	SU	FA	SP	SU	FA	SP
ART-12		100.0%				66.7%
ART-16						87.5%
ART-19A		88.5%	81.0%		80.0%	60.0%
ART-1A		68.4%			70.6%	
ART-1B			92.9%			
ART-2		85.7%	81.8%		88.9%	88.5%
ART-25			57.9%			75.0%
ART-28A		52.9%				
ART-3						62.5%
ART-49		100.0%	60.0%		50.0%	100.0%
ART-49A					0.0%	66.7%
ART-4A		100.0%			70.0%	70.0%
ART-51			88.9%			71.4%
ART-52		100.0%				
ART-60A					70.0%	25.0%
ART-60B					100.0%	100.0%
ART-64					78.6%	
ART-65						80.0%
ART-8	75.9%	55.0%	69.5%	57.4%	60.5%	65.5%
Total	75.9%	70.7%	72.3%	57.4%	69.3%	70.4%

Year	2011-2012	2012-2013
ART-12	100.0%	66.7%
ART-16		87.5%
ART-19A	85.1%	68.0%
ART-1A	68.4%	70.6%
ART-1B	92.9%	
ART-2	84.0%	88.7%
ART-25	57.9%	75.0%
ART-28A	52.9%	
ART-3		62.5%
ART-49	66.7%	75.0%
ART-49A		40.0%
ART-4A	100.0%	70.0%
ART-51	88.9%	71.4%
ART-52	100.0%	
ART-60A		50.0%
ART-60B		100.0%
ART-64		78.6%
ART-65		80.0%
ART-8	70.4%	59.9%
Total	73.0%	66.2%

Retention

Year	2011-2012			2012-2013		
Term	SU	FA	SP	SU	FA	SP
ART-12		100.0%				88.9%
ART-16						87.5%
ART-19A		96.2%	95.2%		100.0%	66.7%
ART-1A		84.2%			88.2%	
ART-1B			92.9%			
ART-2		100.0%	100.0%		92.6%	88.5%
ART-25			73.7%			93.8%
ART-28A		82.4%				
ART-3						62.5%
ART-49		100.0%	80.0%		100.0%	100.0%
ART-49A					0.0%	66.7%
ART-4A		100.0%			80.0%	90.0%
ART-51			88.9%			78.6%
ART-52		100.0%				
ART-60A					100.0%	75.0%
ART-60B					100.0%	100.0%
ART-64					100.0%	
ART-65						100.0%
ART-8	96.5%	78.3%	91.4%	89.7%	84.0%	89.7%
Total	96.5%	87.8%	90.9%	89.7%	88.1%	85.5%

Year	2011-2012	2012-2013
ART-12	100.0%	88.9%
ART-16		87.5%
ART-19A	95.7%	80.0%
ART-1A	84.2%	88.2%
ART-1B	92.9%	
ART-2	100.0%	90.6%
ART-25	73.7%	93.8%
ART-28A	82.4%	
ART-3		62.5%
ART-49	83.3%	100.0%
ART-49A		40.0%
ART-4A	100.0%	85.0%
ART-51	88.9%	78.6%
ART-52	100.0%	
ART-60A		88.9%
ART-60B		100.0%
ART-64		100.0%
ART-65		100.0%
ART-8	91.9%	88.1%
Total	91.9%	87.6%

Attachment 4



Student Contract

Dear Student,

Welcome! You are currently enrolled in a course that is attached to the Lassen Community College Digital Graphic Design program. The DGD program can prepare you as a student for the rigors of a higher education and/or a career in Digital Graphic Design. As a LCC student you understand and agree that the commercial and global world of Digital Graphic Design is demanding, requires self-motivation, discipline, and the desire to achieve.

By signing and dating below, I am willing to push myself to succeed and to meet all deadlines and course criteria in order to receive a passing grade.

Signature

Date

Media Release

I _____ am willing to share my accomplishments with others by releasing media rights to LCC to use my Art/Design work, photo, and/or video for LCC promotion only. My Art/Design work, photo and/or video maybe used for the promotion of this program and/or events providing me publication opportunities necessary to build a portfolio with.

By granting LCC the use of my Art/Design work, photo and/or video I will not receive any form of royalties, except for possible name recognition. I will retain the right to keep my original Art/Design work, photo, and/or video for my future use within my portfolio.

Please Print Name

Date

Signature

Phone #

Email

Mailing Address

Attachment 5

Detailed Assessment Report
2012-2013 ART 25-Computer Graphics
As of: 1/08/2014 04:23 PM PDT

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: ART 25-SLO 1

Solve visual problems using design principles and basic techniques in Adobe CS 2/3.

SLO 2: ART 25-SLO 2

Discuss and analyze digital graphics, using appropriate terminology.

SLO 3: ART 25-SLO 3

Demonstrate basic knowledge of career opportunities in digital graphics.

Related Measures

M 1: ART25-SP13-Icollier

Through producing designs for various graphic design industries such as: entertainment, print media, and travel. Students learn of the different career options available within the graphic design industry.

Source of Evidence: Project, either individual or group

Target:

80% of all participating students will pass the class.

Finding (2012-2013) - Target: Met

Students successfully gained knowledge of various industry careers available. Through six various target projects, each student found the industries they liked better than others. This inspired some students to look further into the industry. All students reported a keener eye to graphic design within their environment.

Attachment 6

		1. Educational Goal												
		General ED					Degrees/Certificates					General Intere		
Course	Name of Program	Transfer to 4-yr Institution	IGETC	CSU Cert	UNR Cert	Transfer to another CC	AA/ AS	Cert of Achievement	Cert of Completion	Cert of Accomplishment	Title of Degree/ Cert	Job Req.	Cont. Ed	Personal Development
ART-64	Digital Illustration	53%	0%	0%	0%	0%	71%	6%	6%	0%		12%	29%	59%
ART-1A	2-D Design	50%	0%	0%	0%	0%	58%	0%	0%	0%		0%	25%	25%
Art-28	Web Design	50%	0%	0%	0%	0%	75%	13%	0%	0%		0%	38%	25%

		2. Your need for this Course							
Course	Name of Program	Core Req. for Degree/ Cert	Elective for Degree/ Cert.	General Ed Course for Degree/Transfer	Job Req	Cont. Ed	Personal Development	Other	Please Specify
ART-64	Digital Illustration	133%	0%	12%	12%	18%	47%	6%	
ART-1A	2-D Design	100%	0%	25%	0%	8%	25%	8%	
Art-28	Web Design	100%	13%	0%	0%	25%	38%	13%	

		3. Type of Course			
Course	Name of Program	Lecture Only	Lecture/ Lab Comb.	Lab Only	Activity Course
ART-64	Digital Illustration	0%	94%	0%	0%
ART-1A	2-D Design	8%	83%	0%	0%
Art-28	Web Design	0%	100%	0%	0%

4. Does the Course content reasonably compare with the catalog/schedule description?	
Yes	No
100%	0%
100%	0%
100%	0%

5. Did the catalog clearly explain the order in which the courses in this program should be taken?	
Yes	No
71%	29%
100%	0%
38%	63%

6. Was any cost for this course/program, beyond registration and books clearly identified in the catalog?	
Yes	No
65%	3%
83%	2%
63%	2%

7. Did the course require a textbook?		7.a. If yes, was the textbook(s) for this course adequately used?	
Yes	No	Yes	No
18%	88%	12%	6%
8%	92%	0%	8%
38%	63%	38%	0%

8. Was a syllabus for the course provided at the beginning of the course?		8.a. If yes, did the syllabus clearly identify the student learning outcomes for this course?	
Yes	No	Yes	No
100%	0%	100%	0%
100%	0%	100%	0%
100%	0%	100%	0%

9. The scheduling of this course			
resulted in no scheduling conflicts	conflict with other core (required) courses in the program	conflicted with elective courses in the program	conflicted with general education courses
88%	6%	0%	6%
75%	0%	8%	8%
100%	0%	0%	0%

Scheduling								
Current schedule met my needs	needed morning offering	needed afternoon offering	needed evening offering	needed one day a week schedule	needed summer offering	needed week-end offering	needed short-term (less than a semester) offering	Other - Please specify
88%	0%	0%	12%	6%	0%	0%	0%	
92%	0%	8%	0%	0%	0%	0%	0%	
88%	0%	0%	13%	0%	13%	13%	0%	

Facilities/Equipment 10. Do the on-campus facilities for this course/program adequately meet your needs?											
I was provided with reasonable access to the facilities	The facilities were unavailable at times that I could use the facility	The temp was comfortable	The temp was frequently too hot	The temp was frequently too cold.	N/A	The lighting was adequate	The lighting was too bright	The lighting was too dark	N/A	The chairs/tables/desks adequate	The chairs/tables/c inadequate
88%	12%	53%	29%	0%	18%	65%	12%	0%	18%	29%	59%
83%	8%	67%	25%	0%	0%	83%	0%	0%	0%	67%	17%
100%	0%	63%	25%	13%	0%	88%	13%	0%	0%	50%	50%

Facilities/Equipment 11. If applicable, do the off-campus facilities for this course/program adequately meet your needs?
the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, tec.)

Facilities/Equipment 12. Did the course/program provide the necessary equipment?											
Sufficient equip for # of students	Insufficient equip for # of students	Not Applicable	Sufficient time on equipment was allowed for each student	Insufficient time on equipment was allowed for each student	Not Applicable	Equipment was current up-do-date	Equipment was out-dated	Not applicable	Equipment was generally in good operating condition	Equipment was generally broken or inoperable	Not applicat
82%	12%	6%	76%	6%	12%	29%	53%	12%	76%	6%	12%
92%	0%	0%	75%	8%	0%	50%	33%	0%	83%	0%	0%
100%	0%	0%	100%	0%	0%	13%	88%	0%	88%	13%	0%

Attachment 7



Digital Graphic Design PROGRAM

Two-Year Plan

Course Name / Availability	Fall 1 st year	Spring 1 st year	Summer 1 st year	Fall 2 nd year	Spring 2 nd year	Summer 2 nd year
Art 1A –Two Dimensional Design	*			*		
Art 1B – Three Dimensional Design		**			**	
Art 2 - Drawing	*	*		*	*	
Art 3 – Life Drawing		**			**	
Art 4A – Black & White Photography		*			*	
Art 8 – Art Appreciation Correspondence only	*	*	*	*	*	*
Art 12 – Gallery & Exhibition		*			*	
Art 16 – Digital Layout		*			*	
Art 19A – Digital Photography	*	*		*	*	
Art 23 - Printmaking	*			*		
Art 25 – Computer Graphics		*			*	
Art 28 – Intro to Web Designing	*			*		
Art 49 - Work Experience	*	*	*	*	*	*
Art 51 – Lettering/Typography		*			*	
Art 52 – Marketing Yourself	*			*		
Art 60A – Production Graphics	*	*		*	*	
Art 60B – Adv. Production Graphics Stacks with Art 60A	*	*		*	*	
Art 64 – Digital Illustration	*			*		
Art 65 – Adv. Web Design		*			*	

*Recommended 1st year

*Recommended 2nd year

**Optional unit courses for AS Degree/not in Certificate

Attachment 8



Advisory Committee Meeting Wednesday, October 9th 5:00pm LCC - CA 202 Minutes

Call to Order: 5:03 p.m.

Members present: Kevin Massey, Tammy Swayze, Dawn Egan, Bob Ellis, Pam Dusenbery, Ted Kanz, Corey O'Brien, Michael Giampaoli, Lisa Gardiner, Chairman: Lori Collier

1. Program Update:

Director, Lori Collier gave an update on the following

- a. **Certificate of Accomplishment Graphic Design Entrepreneurship:** is now in effect and supports the business of Graphic designers.
- b. **CTE/VTEA Grant funding:** 20 new iMac computers have been purchased and will be installed for the spring semester with Adobe CC downloads.
- c. **Proposal for new lab:** includes repurposing the old computers for Digital Photography in the photo lab CA 113, which will be adjacent to the photo studio and provide for a extensive photography atmosphere.
- d. **New Instructor:** Aeron Zentner has recently been approved to teach various design/art courses and will be instructing the Art 65 Advanced Web Design class in the spring. Aeron will introduce more back end applications to the class.
- e. **IPR: Instructional Program Review:** Lori is near completion of the state/college's required written review of the program. Michael elaborated on the nuts and bolts of an IPR and its importance to the college for allocated funding, staffing, facility maintenance, and assessing student learning.
- f. **Input from committee:** Many members spoke up on the need to get students prepared for the work place. Ted spoke on Adobe software compatibility with older computer systems in the future. Further discuss was tabled for section 2 of the agenda.

2. Bridging the gap between High Schools – LCC – Industry

a. Prepping the student for LCC:

1. Challenges in preparing the high school student for college/LCC: Dawn Egan and Pam Dusenbery spoke briefly on how they prep their students, computer programs, course curriculum. Dawn also has upgraded to new iMacs and loves their flexibility with graphics. Pam discussed her inability to fund and get support from Herlong High administrators for upgraded equipment and software, and the challenges of working with a limited amount of computers. Ted offered to help Pam look into options of getting newer equipment.

2. SSP Grant in Arts Media and Entertainment: Dawn Egan spoke on the new grant she is applying for that will allow Lassen High to offer more/new courses that parallel LCC courses boosting more student awareness of graphic design and skills within the industry. The grant will allow for one year planning and possible 3-4 years of financial support.

3. Promoting of LCC DGD program: Lori reported that LCC has a new outreach coordinator Adam Runyan who has taken on the CTE/Transitions grant and will be seen around the high school campuses promoting the programs. It was requested by the high school instructor to have Lori visit the classrooms also. Kevin spoke of his guest artist visit to the high school as well as Corey O'Brien. Both agree to visit the high schools to speak on their experiences. Pam and Dawn agreed that the LCC Foundation Scholarships helped transition students who might not have thought about a degree or career get from the high schools to LCC.

b. Our aim at LCC

1. The incoming student: Lori would like to see more streamlining between software programs taught at the various institutions. She complimented the instructors on how much more prepared their students were who came from the articulated programs at the high schools than those who came from home or charter schools.

2. Student challenges: Lori shared that the greatest challenges at LCC are the diversity in age and computer knowledge/skills. She also injected the challenges of the unmotivated student and lack of responsibility from the younger generation and those who are only enrolled for the financial aid.

3. Preparing the student for the work force: Ted was concerned that students need more production skills for press. Lori stated that the Digital Graphic Design program's main objective is to give the students a well-rounded and solid foundation in design thus allowing specific businesses, industry, or educational institutes to provide in depth technical training based on the educational direction or type of job. Lori's example was that Customer Talk's production needs are much different than UPS's needs and that LCC could not teach all the variables of the industry. If the student is taught good design essentials and basic computer knowledge then they can learn the specific technical skills needed to get what ever job done. The other element that Lori stated that she instills is the ability to meet a deadline and work with a client in a respectful and professional manner. Bob Ellis elaborated on the strict deadlines Lori enforces and the variety of students going to college today. Discussion also took place as to most students are interested in higher education and that LCC will be welcoming the Transfer Model Curriculum once approved by the State Chancellor's Office, which would allow students to do two years at LCC then transfer to any State University as a third year student.

c. Work Force/Industry Expectations

1. The emerging student/employee: All employers agreed that they have a hard time finding employees that are professional, have good customer skills, and are willing to work – not just show up to work.

2. Challenges with the new employee/work experience student: Many of the businesses were still confused regarding if they had to pay for work experience students. Lori clarified that work experience is a volunteer position in exchange for units or credit hours. There is an option for the business to pay if they feel that student is worthy and if it is an actual paid position in which they are doing the work. Otherwise, work experience can be more of a job shadowing, learning experience for the student.

3. Building a better transition - needs of businesses: Again, business representatives agreed that customer service, professionalism, positive attitude, an open mind, and work ethics were of importance. Lori explained that she teaches Art 52 Marketing Yourself as an Artist/Designer and in that class they learn to dress for success, work with clients, build interview skills, and develop a professional image for themselves and their artwork. Both Tammy Swayze from Customer Talk and Ted Kranz from Supreme Graphics were concerned that job seekers were saying they were from the college, but presented themselves poorly. When names were dropped, Lori didn't recognize any of the job seekers. A discussion on how to identify a student who has gone through the Digital Graphic Design program occurred. Lori recommended that employers ask to see a portfolio of the job seekers work and also request a letter of recommendation from her. Lori asked that all employers contact her to verify the student's enrollment and success in the Digital Graphic Design program.

4. Future Topics: Grant Updates

Next Meeting: In the spring a meeting of all CTE/Transition articulations will occur and the group will work on building a better transition for students from high school to LCC.

Adjournment: 6:25

Attachment 9

DIGITAL GRAPHIC DESIGN INSTRUCTIONAL PROGRAM REVIEW: STATUS OF CURRICULUM REVIEW November 25, 2013

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
ART 1A	02/19/2013	
ART 2	10/15/2013	
ART 4A	04/17/2012	
ART 6	04/17/2012	
ART 7	03/20/2012	
ART 8	04/17/2012	
ART 12	02/19/2013	
ART 16	02/19/2013	
ART 19A	02/19/2013	
ART 23	02/19/2013	
ART 25	02/19/2013	
ART 28	02/19/2013	
ART 51	02/19/2013	
ART 52	02/19/2013	
ART 60A	02/19/2013	
ART 60B	02/19/2013	
ART 64	02/19/2013	
ART 65	11/05/2013	

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
ART 1A	02/19/2013	
ART 1B (elect)		11/15/2011
ART 2	10/15/2013	
ART 3 (elect)		02/21/2012
ART 4A	04/17/2012	
ART 8	04/17/2012	
ART 12	02/19/2013	
ART 16	02/19/2013	
ART 19A	02/19/2013	
ART 23	02/19/2013	
ART 25	02/19/2013	
ART 28	02/19/2013	
ART 49		04/05/2011
ART 49A		03/06/2012
ART 51	02/19/2013	
ART 52	02/19/2013	
ART 60A	02/19/2013	
ART 60B	02/19/2013	
ART 64	02/19/2013	
ART 65	11/05/2013	

Attachment 10

C-ID

Approval

Descriptor	Course(s)	Status	CSU GE	IGETC GE
		Approved : 12-10-		
ARTS 100	ART-1A	2012	Area C1	
ARTS 101	ART -1B	In Progress	Area C1	
ARTS 110	ART-2	In Progress	Area C1	
ARTS 200	ART-3	In Progress	Area C1	
		Approved : 05-01-		
ARTS 210	ART-10A	2013	Area C1	
ARTS 220	Art -23	In Progress		
ARTS 230	ART-36A	In Progress	Area C1	
ARTS 240	ART-30	In Progress	Area C1	
ARTS 250	ART-25	In Progress		
ARTS 260	ART-4A	In Progress	Area C1	
ARTS 281	ART-43A	In Progress		
		Approved: 12-10-		
ARTH 110	ART 6	2012	Area C1	IGETC
ARTH 120	ART 7	In Progress	Area C1	IGETC
ARTH 130	ART 9	In Progress	Area C1	