

# Digital Graphic Design IPR 2020

**LASSEN COMMUNITY COLLEGE**

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# Digital Graphic Design IPR

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## SECTION 1: ACADEMIC PLANNING

### I. Program Overview, Objectives, and Student Learning Outcomes

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

The Digital Graphic Design program is now canceled due to declining enrolment. Some courses from the program have been incorporated into the Fine Arts Program.

#### Description/Evaluation:

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

#### **a. Current Program Objectives**

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

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

#### **New Program Objectives**

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

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

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

*Goal number 1 covers being current with industry standard software in order to provide Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources, while also providing Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.*

*Number 1 also covers Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.*

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

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

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

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

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

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

### **Program Student Learning Outcomes**

1. Acquire the basic steps and skills necessary to plan, launch, and amplify your own business from finances/accounting to legal requirements.
2. Demonstrate a professional level of customer/client and business relations.

3. Develop a physical/digital portfolio and documents for client preview and business marketing.

4. Apply technical skills learned through the use of various computer information systems.

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

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

The Digital Graphic Design program is now canceled due to declining enrolment.

Some courses from the program have been incorporated into the Fine Arts Program.

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

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

### Planning Agenda:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

1. **Change Program Name to Graphic Design and update program objectives and SLO's.**
2. **Complete necessary paperwork to change program to a transfer program from AS to AA in Graphic Design (never happened).**
3. **Current courses need some adjustments in course outlines and condensed or renamed.**

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

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

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

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

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

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

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

## II Student Outcomes

### A. Trends and Patterns in Student Outcomes

#### Description/Evaluation:

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

**Awards by Academic Year**

Academic Year	Award	Award Count
<b>Totals</b>		<b>9</b>
2016	AS Digital Graphic Design	4
2016	Cert. of Achievement Digital Graphic Design	1
2017	AS Digital Graphic Design	1
2019	AS Graphic Design	3

The total number of degrees were the same from last IPR. The goal was to increase the overall numbers and it has remained flat. This is another reason the program has been canceled.

- b. Transfer numbers for the last four years  
There were no transfers to other institutions from Graphic Design graduates during this time period. In the past we have had transfers. This is another reason the program has been canceled.

- c. Completion, retention and success data for the last four years

See Word document titled, “2020 Digital Graphics IPR Data” and look at page 17, Student Success and Retention by Class (Section), Academic Year and Semester. The overall Success was at 78.3% and the overall Retention was at 90.8%.

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

There is variation in total success for the last 4 years. Looking at the award tab, student completion of degree and certificates has fluctuated from year to year.

### **Planning Agenda:**

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

Due to the fact that the total degrees awarded were expected to increase but remained flat and there were no transfers the program was canceled.

### **B. Student Learning Outcome Assessment**

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

### **Description/Evaluation:**

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

1. See Word document titled “2020 Digital Graphics IPR Data,” page 20, SLO Data.



2. My analysis is that over the 4 years, 684 students were assessed and 611 students met SLO outcomes target and achieved a total of 89% achievement rate which was the same as last year.

### **Planning Agenda:**

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

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

### **C. Student Evaluation Summary**

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

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

### **Description/Evaluation:**

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

See pdf titled "IPR Data Digital Graphic Design 2016" on page 4, why are you taking this course? Out of 62 students 51.61% answered it was their core requirement for degree or certificate, while 41.94% answered it was for personal development, and 17.74% answered it was for elective for degree or certificate, 8.06% stated that it was for continuing education, 3.23% answered it was other, and 1.61% said it was general education course degree or transfer.

**Evaluation:** this response shows we have some diversity in why students are taking the course. More outreach is needed to continue to grow FTE. We had a total of 62 responses. Main issues included: confusion about hierarchy of courses, 30% of students had difficulty following the catalog in terms of which courses to take in what order, and almost 50% of students thought the tables and chairs were inadequate. Almost 32% of students thought it was too hot during the warmer times due to no air conditioning.

### **Planning Agenda:**

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

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

## **III. Curriculum**

### **A. Degrees and/or Certificates**

#### **Description/Evaluation:**

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

enrollment in each section? Do courses need to be added or deleted from any general education area?

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

#### **A. DEGREES AND/OR CERTIFICATES**

1. The Digital Graphic Design program lasted 9 years, 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.

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

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

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

#### **Associate in Science in Digital Graphic Design**

Total Units for the Associate Science Degree: 60 Units

Required Core Courses: 42 Units

#### **Complete the following 36 units:**

**Course No      Course Title**

**Units**

ART 1A	Two-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 12	Gallery Operation and Exhibition Design	3.0
ART 16	Digital Layout	3.0
ART 19A	Beginning Digital Photography	2.0
ART 23	Beginning Printmaking	3.0
ART 25	Computer Graphics	3.0
ART 28	Introduction to Web Page Design	3.0
ART 51	Lettering Design/Typography	3.0
ART 52	Marketing Yourself as an Artist/Designer	2.0
ART 60A	Production Graphics	3.0
ART 60B	Advanced Production Graphics	2.0
ART 64	Digital Illustration	3.0

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

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

**Plus General Education Requirements: 18 Units**

**Certificate of Achievement in Digital Graphic Design**

Total Units for Certificate of Achievement: 46 Units

Required Core Courses: 46 Units

<b>Course No</b>	<b>Course Title</b>	<b>Units</b>
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

**Certificate of Accomplishment in Graphic Design**

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

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

**Certificate of Accomplishment in Digital Graphic Design Fast Track I**

Total Units for Certificate of Achievement: 16 Units

Required Core Courses: 16

Course No Course Title Units

ART 1A Two-Dimensional Design 3.0

ART 28 Introduction to Web Page Design 3.0

ART 49 Art Work Experience 2.0

ART 52 Marketing Yourself as an Artist/Designer 2.0

ART 60A Production Graphics 3.0

ART 64 Digital Illustration 3.0

**Program Student Learning Outcomes**

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

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

**Certificate of Accomplishment in Digital Graphic Design Fast Track II**

Total Units for Certificate of Achievement: 17 Units

Required Core Courses: 17

Course No Course Title Units

ART 13 Lettering Design-Typography 3.0

Art 16 Digital Layout—Designing for Publications 3.0

ART 19A Beginning Digital Photography 3.0

ART 25 Computer Graphics 3.0

ART 49 Art Work Experience 3.0

Art 60B Advanced Production Graphics 2.0

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

There is no transfer program yet.

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

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

### Planning Agenda:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

## B. Courses

### Description/Evaluation

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

Art 52 Marketing Yourself as Artist/Designer is deleted beginning Fall of 2017. Art 38 3-D Modeling and Animation will take its place and be current to Transfer Model Curriculum for Graphic Design. As the Digital Graphic Design Program was changing before being canceled the following courses were inactivated: Art 12, Art 13, Art 16, Art 28, Art 51, Art 60A, and Art 60B. Art 64 Digital Illustration was renamed Art 21 Digital Illustration 1. Art 25 Computer Graphics was renamed Art 25 Graphic Design 1. The following courses were added and are in the process of being inactivated due to declining enrolment: Art 22, Art 26, and Art 39. Art 38 was added.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
  - Should the Disciplines of Assignment remain the same or be changed?
  - Should the Catalog/Schedule description remain the same or be updated?
  - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
  - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
  - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
  - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
  - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
  - Do any of the learning outcomes or objectives need revision?
  - Does any content need to be updated?
  - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
  - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
  - Is the textbook current and is the publication date included?



3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

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

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

Need to follow up on progress of different committee reviews for course changes.

### **C. Articulation/Integration of Curriculum**



### **Description/Evaluation:**

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

None in Graphic Design yet.

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

None in Graphic Design yet.

### **Planning Agenda:**

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

None in Graphic Design yet.

## **III. Scheduling and Enrollment Patterns**

### **Description/Evaluation:**

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

New courses were added and older classes were canceled. However, the updated changes were not enough to improve FTES, so program was canceled.

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

Between 2016 and 2019 we have had declining enrollment. Total FTES was 35.8, which was the 3<sup>rd</sup> lowest FTES of all programs at LCC. For this reason, the program was canceled.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
  - a. Number of sections (too many/too few to serve student needs)

- b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
- c. Length of courses (traditional semester/short term)
- d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

FTE has been on a steady decline. Courses are offered in the morning and afternoon and late afternoon/evening. It does seem that the 1pm to 4pm block has the largest number of students. Enrolment was up in the Fall Semesters versus the Spring Semesters. No courses for this program were offered during the Summer. All courses were offered in traditional in-person instruction. Again, due to declining enrolment, the program was canceled.

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

Due to the small size of LCC and the tight scheduling of the Master Schedule, there can be conflicts at times between general education courses and CTE Graphic Design Courses. However, our two-year outlines provide a clear blueprint for students to follow and have success in attaining their goals.

### **Planning Agenda:**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

### **IV. Equipment**

#### **Description/Evaluation:**

- 1. List capital outlay equipment, age of equipment and replacement schedule  
To host a “State of the Art” Graphic Design program equipment and technology must meet that

of global expectations in order for students to transfer and articulate with higher education universities, institutions, and/or a real-world career opportunity successfully.

<b><u>Equipment Inventoried</u></b>	<b><u>Age</u></b>	<b><u>Life Expectancy</u></b>
<b><u>General Graphics Lab</u></b>		
18 Surface Studios (need 2 more)	3 yrs.	10-12 yrs.
(20) Adobe CC Software	Renewed Each Year	1 yr.
(17) Canon EOS Digital Cameras	2 yrs.	10-15 yrs.
Large Scale 3-D Printer	3 yrs.	10-15 yrs.
Filaments for 3D printer	3 yrs.	5 yrs.
(20) Wacom Pen Tablets (In storage)	8 yrs.	10 yrs.
(20) IMACS (In Storage and 3 in classroom)	12 yrs.	10 yrs.
Large format Scanner (11in. x 17in.)	3 yrs.	10 yrs.
(8) Film/slide scanners (In storage)	12 yrs.	5 yrs.
Cannon Digital Projector	12 yrs.	10 yrs.
Logan Mat Cutter	9 yrs.	10 yrs.
Logan Mat Cutter*	22 yrs.	10 yrs.
Logan Mat Cutter*	27 yrs.	10 yrs.
(30) Computer Station Chairs	3 yrs.	15-20 yrs.
Various Tables (Good Condition)		
<b><u>Graphics / Printing Equipment</u></b>		
HP LaserJet 5550 printer*	14 yrs.	5 yrs.
BIZHub Copy Machine*	13+ yrs.	Beyond its limit
HP DesignJet Z6100 42" printer	7 yrs.	5 yrs.
Xante Graphics Printer	6 yrs.	5 yrs.
Martin Folding Machine*	23+ yrs.	10 yrs.
Emerald Shrink Wrap Machine*	18+ yrs.	10 yrs.
<b><u>Printmaking Equipment</u></b>		
Large Speedball Etching Press	3 yrs.	Indefinite
Etching Press Accessories	3 yrs.	Indefinite
Large Screen Storage Rack	3 yrs.	Indefinite
Large Print Drying Rack	3 yrs.	Indefinite
Large and Medium Screens (40)	3 yrs.	20-25 yrs.
Large Size Screen Print Exposure Unit	3 yrs.	20-25 yrs.
Plate Roller Press (Small)	8 yrs.	Indefinite
Plate Roller Press (Small)	17 yrs.	Indefinite
(20) Silk Screens Wooden	8 yrs.	20-25 yrs.
Screen Printing Press	8 yrs.	Indefinite
Screen Platen	8 yrs.	Indefinite
(2) Flash Dryers	8 yrs.	15-20 yrs.
<b><u>Photography Equipment</u></b>		
Elinchrom BXRi Flash kit	11 yrs.	Indefinite

Westcott Spiderlite TD6 kit	11 yrs.	Indefinite
Elinchrom Rotalux 53” Soft box	10 yrs.	Indefinite
Olympus E510 DSLR camera*	12 yrs.	Indefinite
Epson stylus 2400 printer*	14 yrs.	10 yrs.
Epson stylus 3800 printer*	12 yrs.	10 yrs.
Epson stylus 3880 printer*	9 yrs.	10 yrs.
(5) Backdrop screens*	17+ yrs. Beyond their limit	

2. Identify any existing equipment maintenance/service agreements

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

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

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

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

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

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

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

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

The Digital Graphic Design Program has 18 Surface Studio computers. However, 2 more computers are needed to complete the lab.

**Evaluation:** The older Macs will not work as well for the new course Art 38 3-D Modeling and Animation. By purchasing the 2 more new Surface Studios, allows for making the computer lab innovative and current with industry standards. This also allows for the existing equipment to be repurposed in another computer lab on campus.

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

- Class set digital SLR cameras, Canon EOS Rebel T6 DSLR Camera w/ 18-55mm & EF 75-300mm Lenses & Zoom TTL Flash Gun & 48GB Supreme Bundle: (20) \$15,000
- ZBrush License for 20 Computers: \$9,000
- Large Format Scanners (2): \$6000.00
- 3-D Printers (2) with filaments: \$10,000
- Oculus Rift and Touch Set Up (2): \$1200.00
- Microsoft HoloLens Set Up (2): \$11,000.00
- Digital Video Camera with tripod and lenses: \$10,000
- Professional Audio Recording equipment: \$5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): \$5000
- Various camera lenses and filters: \$4,000

### Planning Agenda:

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

1. Purchase 2 new Surface Studio computers to finish computer lab (\$9,200.00).
2. Repurpose existing computers other class rooms at LCC. This is contingent on #1 being completed.
3. Utilize future funding to purchase items above.

### V: Outside Compliance Issues (if appropriate for program)

#### Description:

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

N/A

#### Evaluation:

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

N/A

### Planning Agenda:

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

N/A

## VI. Prioritized Recommendations

### A. Prioritized Recommendations for Implementation by Program Staff

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

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

#### **New Program Objectives**

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

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

### B. Prioritized Recommendations for Inclusion in the Planning Process

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

1. Purchase 2 new Surface Studio computers to finish computer lab (\$9,200.00).
2. Repurpose existing computers for other class rooms at LCC. This is contingent on #1 being completed.
3. Utilize future funding to purchase items below:

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

- Class set digital SLR cameras, Canon EOS Rebel T6 DSLR Camera w/ 18-55mm & EF 75-300mm Lenses & Zoom TTL Flash Gun & 48GB Supreme Bundle: (20) \$15,000
- ZBrush License for 20 Computers: \$9,000
- Large Format Scanners (2): \$6000.00
- 3-D Printers (2) with filaments: \$10,000
- Oculus Rift and Touch Set Up (2): \$1200.00
- Microsoft HoloLens Set Up (2): \$11,000.00
- Digital Video Camera with tripod and lenses: \$10,000
- Professional Audio Recording equipment: \$5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): \$5000
- Various camera lenses and filters: \$4,000

### Prioritized Recommendations for Inclusion in Education Master Plan

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program. Digital Graphic Design 2016-17 The EMP addresses the instructional planning needs of the college.

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

	Bundle			These will be utilized in the Digital Photography courses as well as the Graphic Design courses.
	ZBrush License for 20 Computers	Unknown	\$9,000	This will provide students with the current industry standard software for 3-D Digital Sculpting. These will be utilized for Art 38 3-D Computer Modeling and Animation course.
	<ul style="list-style-type: none"> <li>• Large Format Scanners (2): \$6000.00</li> <li>• 3-D Printers (2) with filaments: \$10,000</li> <li>• Oculus Rift and Touch Set Up (2): \$1200.00</li> <li>• Microsoft HoloLens Set Up (2): \$11,000.00</li> <li>• Digital Video Camera with tripod and lenses: \$10,000</li> <li>• Professional Audio Recording equipment: \$5,000</li> <li>• Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): \$5000</li> <li>• Various camera lenses and filters: \$4,000</li> </ul>	Unknown	52,500	Provide an incentive for students to want to attend LCC and maintain “State of the Art” facilities so students can be competitive in the “Real World”

**Prioritized Recommendation for Inclusion in Student Services Master Plan**  
Digital Graphic Design 2016-17

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




**Prioritized Recommendations for Inclusion in Institutional Effectiveness  
Master Plan**

Digital Graphic Design 2016-17

<b>Strategic Goal</b>	<b>Planning Agenda Item</b>	<b>Implementation Time Frame</b>	<b>Estimated Cost (implementation &amp; ongoing)</b>	<b>Expected Outcome</b>
	NONE			

## Section Two: Human Resource Planning

### I. Program Staffing

#### Description/Evaluation:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

#### **Full-time Faculty:**

James Kleckner for Fine Art and Graphic Design

#### **Adjunct Faculty:**

Debbie Anderson for Ceramics

Lynn Fuller for Digital Photography

Brandy González for Fine Art and Art History

Bev Mendoza for Fine Art and Art History

Randy Panfilio for Fine Art and Art History

The Fine Arts programs do not have any paid instructional assistants or classified staff within the program. Work experience and work study students (when available) are used to assist with some aspects of the Fine Arts programs.

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

#### **Planning Agenda:**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

## II. Professional Development

### Description/Evaluation:

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

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

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

The Fine Art and Graphic Design Full-Time Instructor (James Kleckner) has attended the Southern Graphics Conference in Dallas, Texas in 2018 and the California Art Education Association Conference in 2019. James Kleckner has participated in regular monthly committee meetings, and has completed several on-line courses through [www.lynda.com](http://www.lynda.com) to stay current in the field of Graphic Design and Art. James Kleckner also has stayed current in his field through exhibition practice by showing at Sonoma State University and various galleries. He also took a 10 week 3-D Modeling course in Summer 2020 with Industrial Light and Magic Senior Modeler, Jay Machado. James Kleckner also attended most regular planned Flex Days at LCC. All adjunct faculty are encouraged to attend Flex Days at LCC. All faculty participate in the yearly student show and faculty show at Lassen Arts Council.

### Planning Agenda:

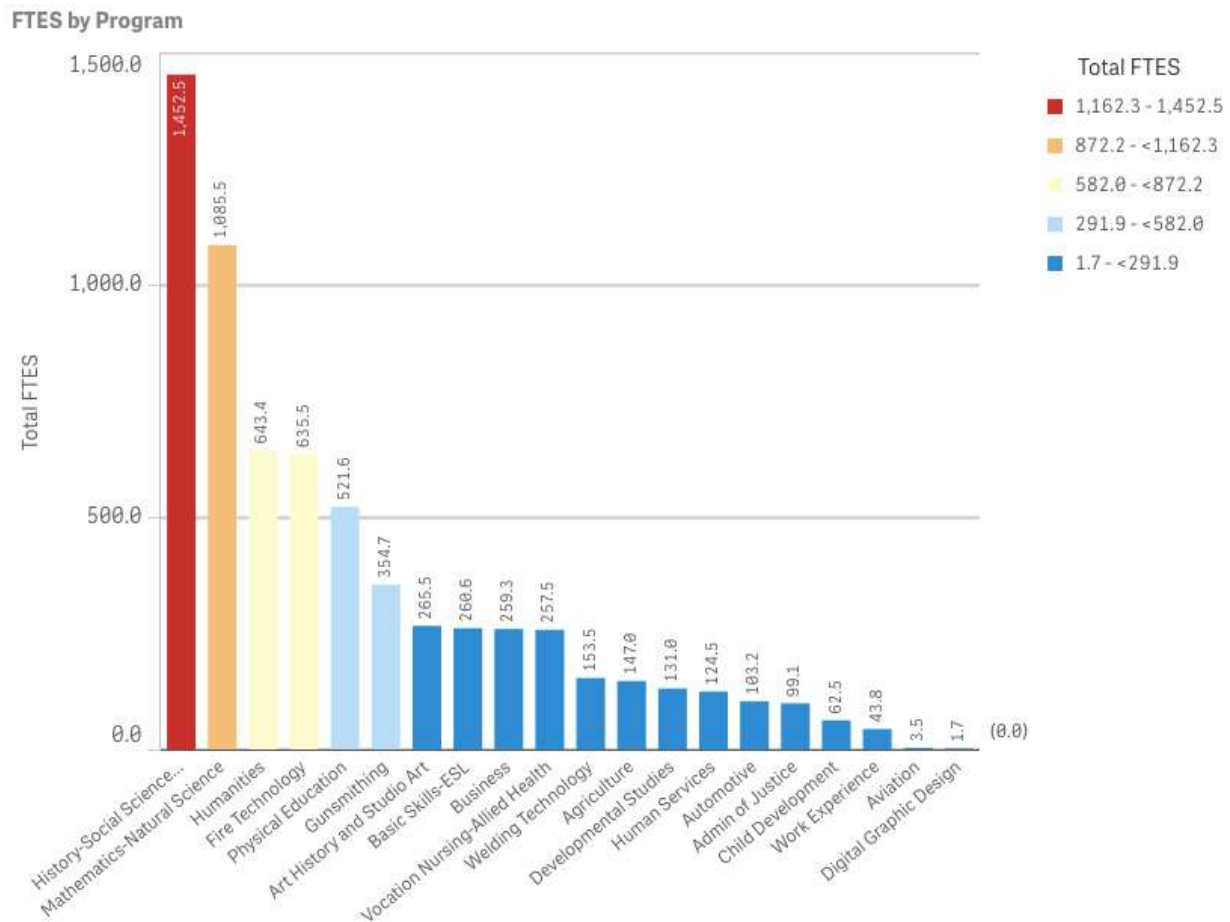
List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

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

### III. Student Outcomes

#### Description/Evaluation:

Description/ Evaluation:



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

Looking at the FTES above, Digital Graphic Design is at the bottom with 1.7, which is why it was canceled.

### Planning Agenda:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

### IV. Prioritized Recommendation

#### Prioritized Recommendations for Implementation by Program Staff

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

No necessary actions are required for Academic Planning or Human Resources.

#### Prioritized Recommendations for Inclusion in the Planning Process

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

### Prioritized Recommendations for Inclusion in Human Recourse Master Plan

#### Digital Graphic Design

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

## Section Three: Facilities Planning

### I. Facilities

#### Description/Evaluation:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

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

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

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

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

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

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

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

N/A

3. Describe any facilities needs identified by assessments of student learning outcomes

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

The most important need is to have a college art gallery. Without one, Art 12, Gallery Operation and Exhibition Design should be dropped as a course.

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

### **Planning Agenda:**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.



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

## **II. Prioritized Recommendations**

### **Prioritized Recommendations for Implementation by Program Staff**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

### **Prioritized Recommendations for Inclusion in the Planning Process**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

1. Follow up on submitted work orders for darkroom patch and hanging of fallen screen.
2. Submit to the powers that be new LCC Art Gallery proposal along with 3-D animation.

3. Submit work order to have vent switch installed in CA 202.
4. Submit work order for extraneous analogue lines to be removed in CA 204.
5. Promote the overhaul or replacement of the heating system to Creative Arts Building.
6. Promote the installation of an air conditioning system in Creative Arts Building.

### Prioritized Recommendations for Inclusion in the Facilities Master Plan

#### Digital Graphic Design

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

## Section Four: Technology Planning

### I. Technology

#### Description/Evaluation:

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

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

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

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

**Evaluation:** Computers, equipment and software programs that are outdated need to be regularly updated and maintained including the digital copy machine that serves the students on a daily basis. Being a CTE program that instructs students on a global level,

technology within the program must be continually updated to maintain standards within the industry and to support LCC's District/Institutional Strategic Plan. If LCC doesn't maintain higher standards than our local high schools then there is no incentive for students to enroll.

### **Planning Agenda:**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

## **II. Prioritized Recommendations**

### **Prioritized Recommendations for Implementation by Program Staff**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

3. Submit work order for extraneous analogue lines to be removed in CA 204

**Prioritized Recommendation for Inclusion in the Planning Process**

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

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

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

**Prioritized Recommendations Inclusion in Institutional Technology Master Plan**

Digital Graphic Arts Program

The following changes below were developed over the last 4 years but still due to low enrollment the Graphic Design Program (formally Digital Graphic Design) is canceled. Some courses from the program have been incorporated into the Fine Arts Program.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	Install new Surface Studios with software.	Spring Break	Unknown	Maintains a state-of-the-Art learning experience for students and will increase FTE.
2, 3, 4	Maintain upgrades to computers, software, and equipment within the Art Department/Graphic Design lab.	Ongoing	Unknown	Maintains a state-of-the-Art learning experience for students and reduces technology issues.
3, 4	Remove extraneous analogue	Fall 2017	Unknown	Eliminates excess wiring

	lines in CA 204			and provides more aesthetic beauty.
2, 3, 4	Update software and networking needs within the lab by IT department on an ongoing basis	Ongoing/Monthly	0 it should be in job description	Maintains systems prior to issues. Allows IT to better Understand classroom needs and usage.

## IPR Data for Digital Graphics Program

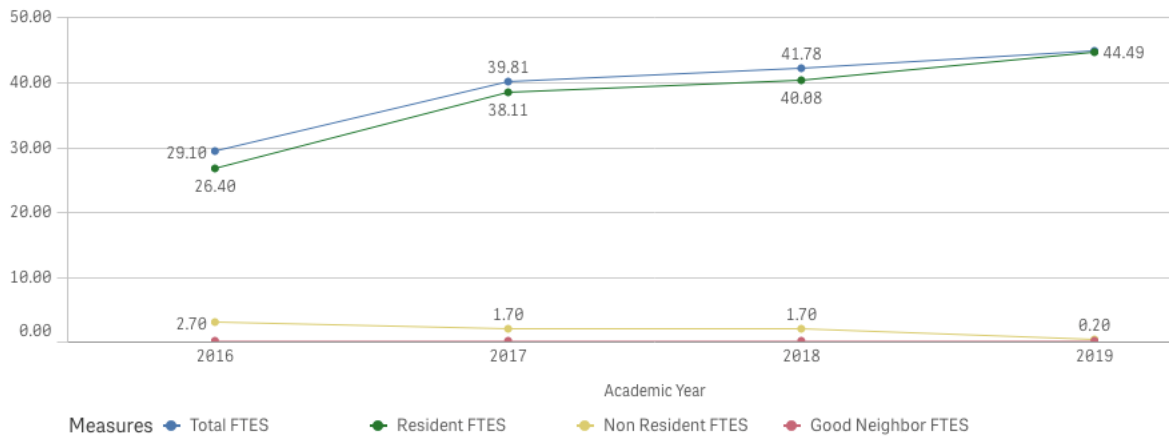
## Appendix A:

### Academic Years 2016-17, 2017-18, 2018-19, 2019-20

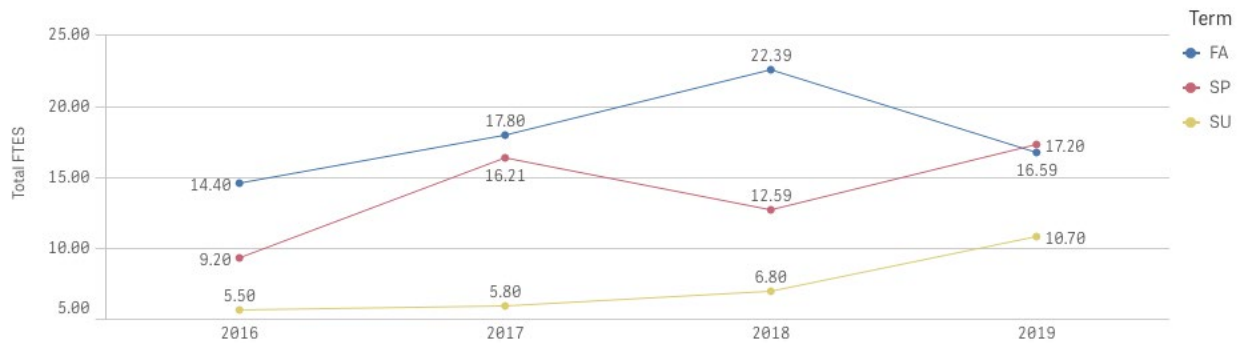
The following courses are included in this data set, as stipulated by the 2019 IPR Handbook:  
 Graphic Design: ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

### FTES Generated by Program

FTES by Academic Year



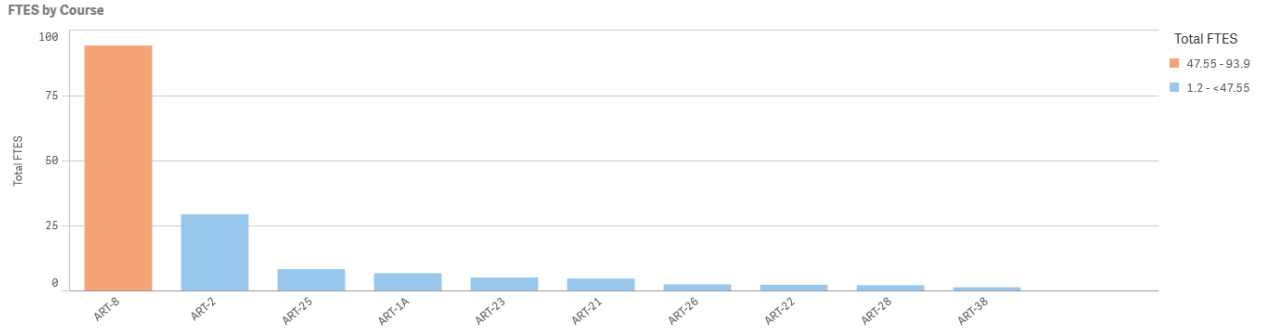
FTES by Semester



FTES by Year

Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
<b>Totals</b>	<b>148.87</b>	<b>6.30</b>	<b>0.00</b>	<b>155.17</b>	-
2019	44.29	0.20	0.00	44.49	6.49%
2018	40.08	1.70	0.00	41.78	4.95%
2017	38.11	1.70	0.00	39.81	36.79%
2016	26.40	2.70	0.00	29.10	-

### FTES by Course (Chart)



### FTES by Course (Table)

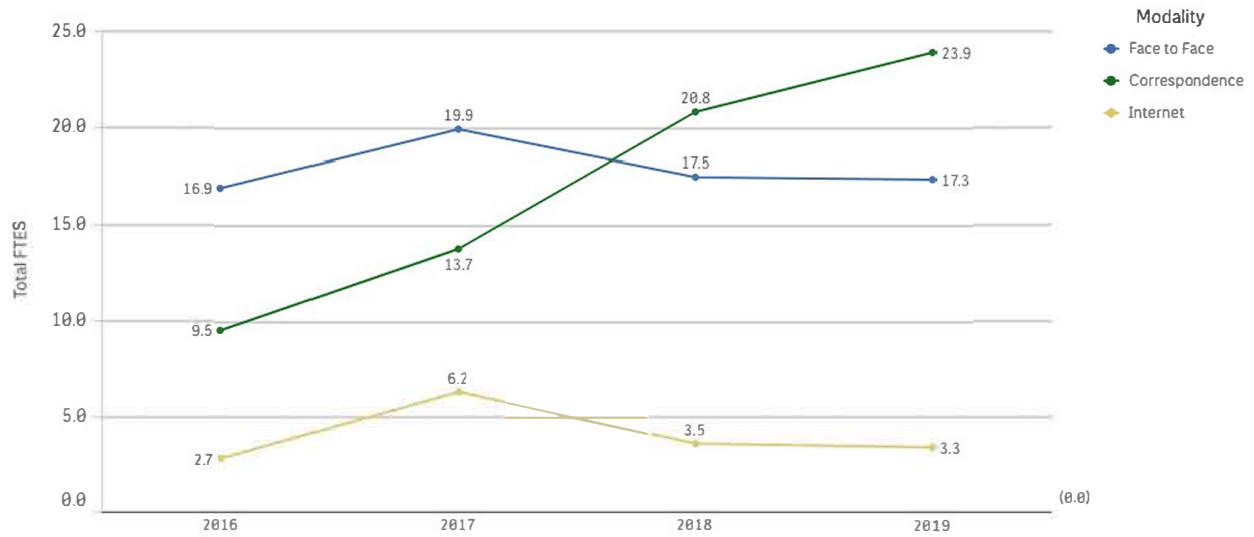
Course	Academic Year and Semester												Course Totals
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Totals	5.5	14.4	9.2	5.8	17.8	16.2	6.8	22.4	12.6	10.7	16.6	17.2	155.2
ART-1A	-	1.4	-	-	1.2	-	-	2.2	-	-	1.8	-	6.6
ART-2	-	4.8	3.8	-	5.4	4.4	-	4.2	2.2	-	2.6	1.8	29.2
ART-23	-	1.2	-	-	1.2	-	-	2.0	-	-	0.6	-	5.0
ART-25	-	-	3.0	-	-	1.6	-	-	2.0	-	-	1.6	8.2
ART-28	-	1.0	-	-	1.0	-	-	-	-	-	-	-	2.0
ART-8	5.5	6.0	2.4	5.8	6.6	8.3	6.8	11.6	7.2	10.7	9.6	13.4	93.9
ART-21	-	-	-	-	1.2	0.8	-	1.4	-	-	1.2	-	4.6
ART-22	-	-	-	-	-	0.4	-	1.0	-	-	0.8	-	2.2
ART-26	-	-	-	-	-	0.8	-	-	1.2	-	-	0.4	2.3
ART-38	-	-	-	-	1.2	-	-	-	-	-	-	-	1.2
Semester & Annual Totals	11.0	28.8	18.4	11.6	35.6	32.4	13.6	44.8	25.2	21.4	33.2	34.4	310.3
	58.2			79.6			83.6			89.0			



- FTEs generated per class/FTEs generated per semester and per class-Table

Course	Section	Academic Year and Semester												Section Totals	Course Totals
		2016			2017			2018			2019				
		SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP		
ART-1A	ART-1A-M0096	-	1.4	-	-	1.2	-	-	2.2	-	-	1.8	-	6.6	6.6
ART-2	ART-2-M4577	-	-	3.8	-	-	4.4	-	-	2.2	-	-	1.8	12.2	29.2
	ART-2-M0038	-	4.8	-	-	5.4	-	-	4.2	-	-	2.6	-	17.0	
ART-23	ART-23-M0703	-	1.2	-	-	1.2	-	-	2.0	-	-	0.6	-	5.0	5.0
ART-25	ART-25-M4049	-	-	3.0	-	-	1.6	-	-	2.0	-	-	1.6	8.2	8.2
ART-28	ART-28-M0667	-	1.0	-	-	1.0	-	-	-	-	-	-	-	2.0	2.0
ART-8	ART-8-N5550	2.7	-	-	2.9	-	-	3.5	-	-	3.3	-	-	12.4	93.9
	ART-8-M0049	-	1.7	-	-	0.8	-	-	1.3	-	-	-	-	3.8	
	ART-8-I0056	-	2.0	-	-	1.7	-	-	3.0	-	-	2.4	-	9.1	
	ART-8-I0465	-	2.3	-	-	2.8	-	-	2.5	-	-	3.1	-	10.7	
	ART-8-I4501	-	-	-	-	-	-	-	-	2.6	-	-	3.1	5.7	
	ART-8-I4557	-	-	2.4	-	-	2.9	-	-	1.9	-	-	2.8	10.0	
	ART-8-I5231	2.8	-	-	2.9	-	-	3.3	-	-	2.9	-	-	11.9	
	ART-8-I0059	-	-	-	-	1.3	-	-	2.1	-	-	-	-	3.4	
	ART-8-N4652	-	-	-	-	-	3.3	-	-	-	-	-	-	3.3	
	ART-8-I4418	-	-	-	-	-	2.1	-	-	2.7	-	-	2.7	7.5	
	ART-8-I0050	-	-	-	-	-	-	-	2.7	-	-	2.4	-	5.1	
	ART-8-I5521	-	-	-	-	-	-	-	-	-	3.0	-	-	3.0	
	ART-8-I5522	-	-	-	-	-	-	-	-	-	1.5	-	-	1.5	
	ART-8-K0608	-	-	-	-	-	-	-	-	-	-	1.7	-	1.7	
ART-8-K4652	-	-	-	-	-	-	-	-	-	-	-	1.7	1.7		
ART-8-K4702	-	-	-	-	-	-	-	-	-	-	-	3.1	3.1		
ART-21	ART-21-M0701	-	-	-	-	1.2	-	-	1.4	-	-	1.2	-	3.8	4.6
	ART-21-M3950	-	-	-	-	-	0.8	-	-	-	-	-	-	0.8	
ART-22	ART-22-M3951	-	-	-	-	-	0.4	-	-	-	-	-	-	0.4	2.2
	ART-22-M1128	-	-	-	-	-	-	-	1.0	-	-	0.8	-	1.8	
ART-26	ART-26-M3830	-	-	-	-	-	0.8	-	-	1.2	-	-	0.4	2.3	2.3
ART-38	ART-38-M1033	-	-	-	-	1.2	-	-	-	-	-	-	-	1.2	1.2
Semester and Year Totals		5.5	14.4	9.2	5.8	17.8	16.2	6.8	22.4	12.6	10.7	16.6	17.2	155.2	
		29.1			39.8			41.8			44.5				

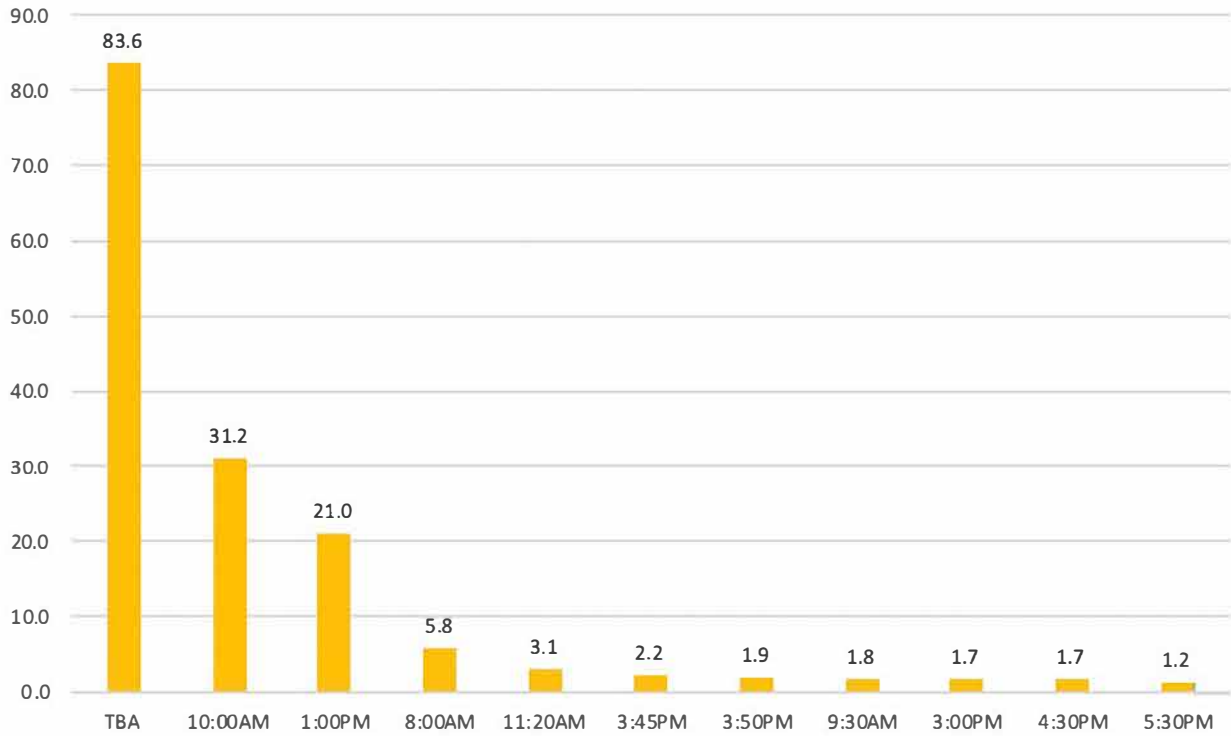
FTES by Modality and Academic Year



FTES by Modality, Academic Year and Semester

Modality	Academic Year and Semester												Modality Totals, All
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Face to Face	-	10.1	6.8	-	12.0	7.9	-	12.1	5.4	-	8.7	8.6	71.6
Correspondence	2.8	4.3	2.4	2.9	5.8	5.0	3.3	10.3	7.2	7.4	7.9	8.6	67.9
Internet	2.7	-	-	2.9	-	3.3	3.5	-	-	3.3	-	-	15.7
<b>Semester and Annual Totals</b>	<b>5.5</b>	<b>14.4</b>	<b>9.2</b>	<b>5.8</b>	<b>17.8</b>	<b>16.2</b>	<b>6.8</b>	<b>22.4</b>	<b>12.6</b>	<b>10.7</b>	<b>16.6</b>	<b>17.2</b>	<b>155.2</b>
	<b>29.1</b>			<b>39.8</b>			<b>41.8</b>			<b>44.5</b>			

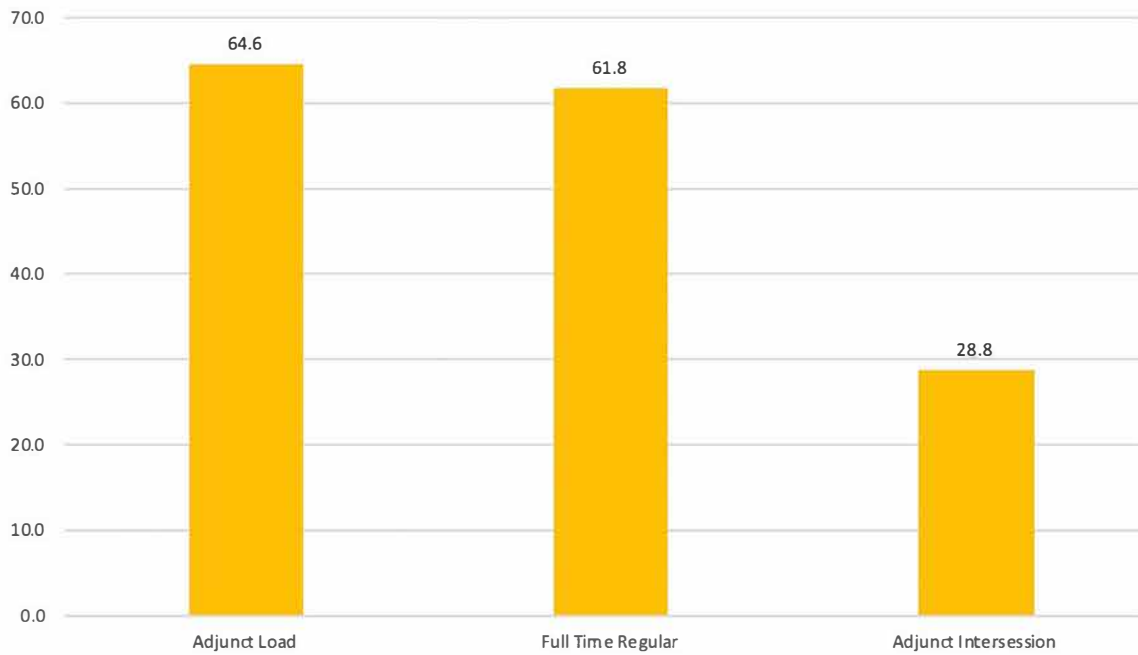
## FTES by Time of Day



### FTES by Time of Day, Academic Year and Semester

Time of Day	Academic Year and Semester												Time of Day Totals, All Years
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
1:00PM		1.4	3.0		3.6	2.4		3.6	2.0		3.0	2.0	21.0
3:00PM												1.7	1.7
3:45PM						0.4		1.0			0.8		2.2
3:50PM						0.8			1.2				1.9
4:30PM											1.7		1.7
5:30PM		1.2											1.2
8:00AM		1.7			0.8			3.3					5.8
9:30AM					1.2						0.6		1.8
10:00AM		5.8	3.8		6.4	4.4		4.2	2.2		2.6	1.8	31.2
11:20AM												3.1	3.1
TBA	5.5	4.3	2.4	5.8	5.8	8.3	6.8	10.3	7.2	10.7	7.9	8.6	83.6
<b>Semester and Annual Totals</b>	<b>5.5</b>	<b>14.4</b>	<b>9.2</b>	<b>5.8</b>	<b>17.8</b>	<b>16.2</b>	<b>6.8</b>	<b>22.4</b>	<b>12.6</b>	<b>10.7</b>	<b>16.6</b>	<b>17.2</b>	<b>155.2</b>
		<b>29.1</b>			<b>39.8</b>			<b>41.8</b>			<b>44.5</b>		

### FTES by Faculty Type

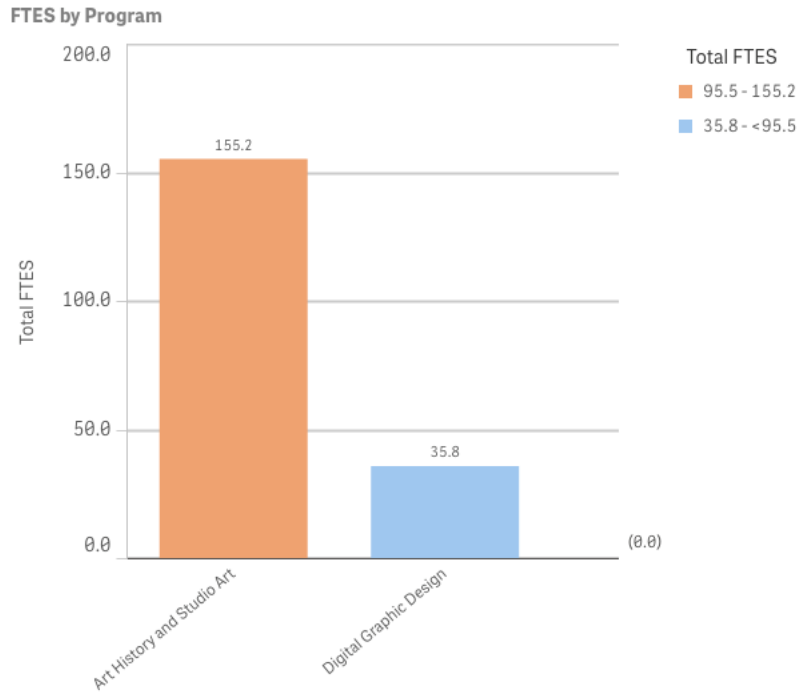


### FTES by Faculty Type, Academic Year and Semester

Faculty type	Academic Year and Semester												Faculty type Totals, All Years
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Adjunct Intersession	5.5			5.8			6.8			10.7			28.8
Adjunct Load		5.5	2.4		6.6	8.3		11.6	7.2		9.6	13.4	64.6
Full Time Regular		8.9	6.8		11.2	7.9		10.8	5.4		7.0	3.8	61.8
<b>Semester and Annual Totals</b>	<b>5.5</b>	<b>14.4</b>	<b>9.2</b>	<b>5.8</b>	<b>17.8</b>	<b>16.2</b>	<b>6.8</b>	<b>22.4</b>	<b>12.6</b>	<b>10.7</b>	<b>16.6</b>	<b>17.2</b>	<b>155.2</b>
	<b>29.1</b>			<b>39.8</b>			<b>41.8</b>			<b>44.5</b>			

- LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs

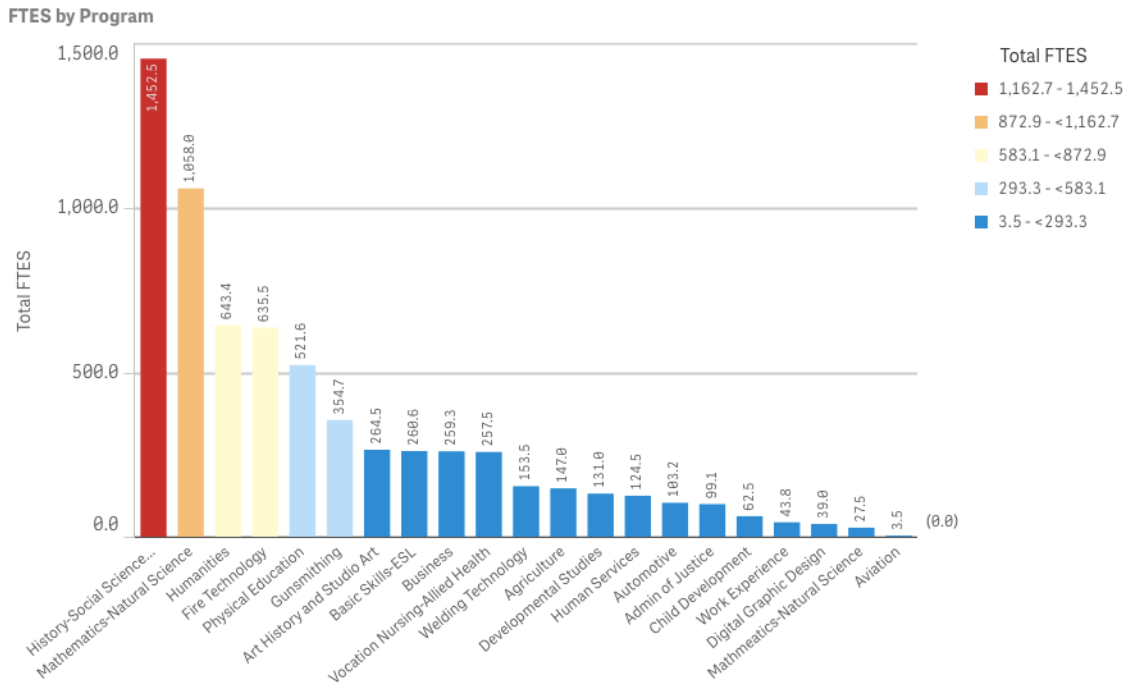
### FTES Generated by the Graphic Design Program, AY 2016 through 2019



### FTES by Program

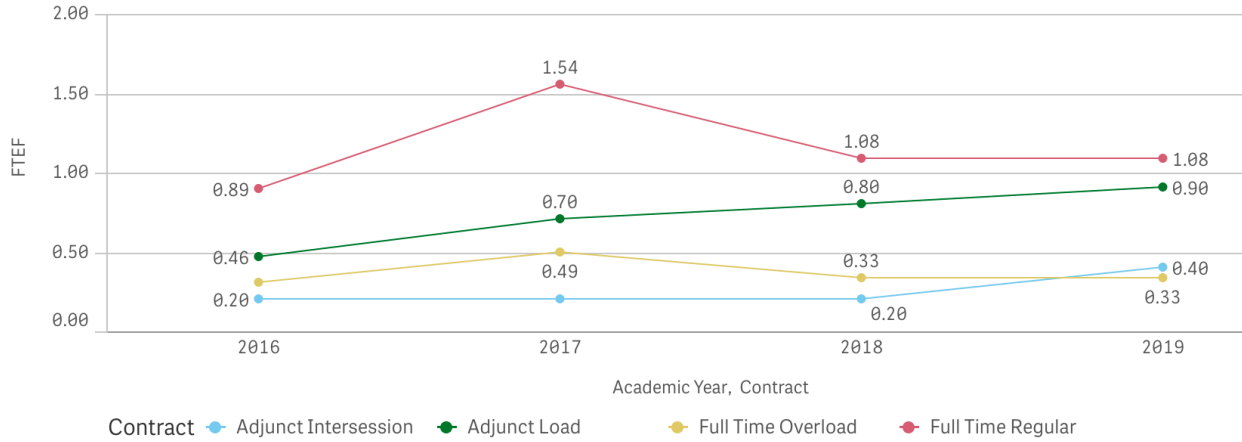
Program ▼	Academic Year ▼		Semester ▼										
	2016			2017			2018			2019			
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
<b>Totals</b>	<b>14</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>6</b>	<b>16</b>	<b>22</b>	<b>7</b>	<b>13</b>	<b>17</b>	<b>11</b>	<b>17</b>	
Art History and Studio Art	14	6	9	18	6	16	22	7	13	17	11	17	
Digital Graphic Design	6	-	4	7	-	4	6	-	2	4	-	2	

## FTES Generated by all Programs, AY 2016 through 2019

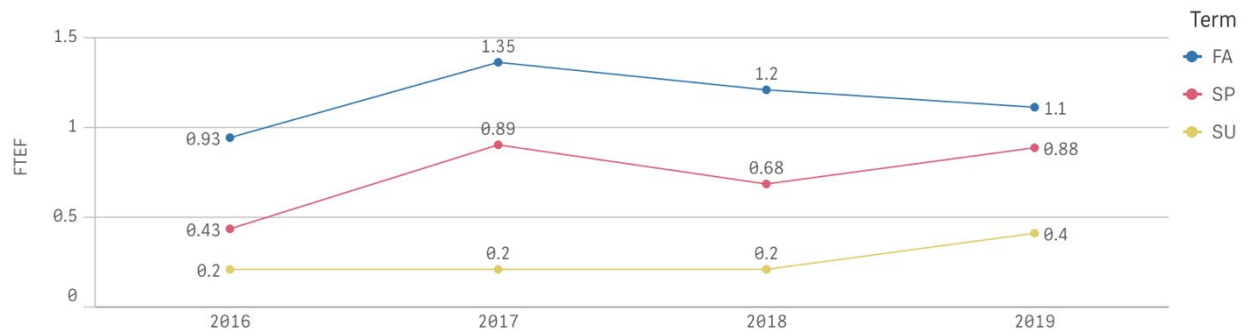


## Number of FTE Faculty (FTEF) in Program by semester and year

**FTEF by Academic Year**



**FTEF by Term**



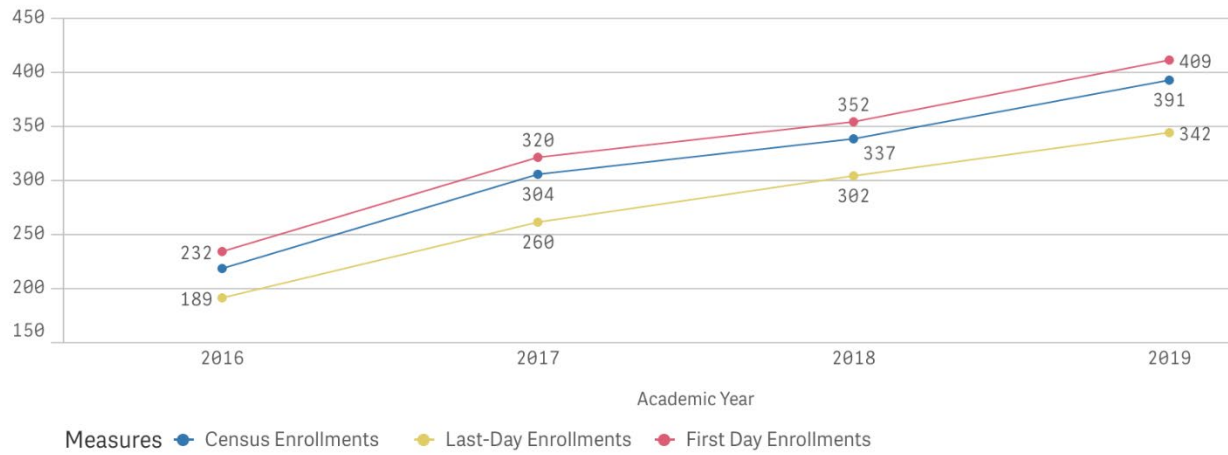
**FTEF by Year and Faculty Type**

Academic Year	Contract Ed FTEF	PT FTEF	FT FTEF	FT Overload FTEF	Total FTEF	Total FTEF YOY change
<b>Totals</b>	<b>0.00</b>	<b>3.86</b>	<b>4.59</b>	<b>1.44</b>	<b>8.45</b>	-
2019	0.00	1.30	1.08	0.33	2.38	14.4%
2018	0.00	1.00	1.08	0.33	2.08	-15.0%
2017	0.00	0.90	1.54	0.49	2.44	57.2%
2016	0.00	0.66	0.89	0.30	1.55	-

## Enrollment Data

Total program enrollment data at census and completion of course  
Enrollment by Academic Year

Enrollment by Academic Year





**Enrollment by Modality, Class (Section), Academic Year and Semester (Page 1 of 2)**

Modality	Class (Section)	2016						2017					
		SU		FA		SP		SU		FA		SP	
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Face to Face	ART-1A-M0096			7	7					6	5		
	ART-2-M0038			24	21					27	24		
	ART-2-M4577					19	16					22	19
	ART-21-M0701									6	5		
	ART-21-M3950											4	4
	ART-22-M1128											2	2
	ART-22-M3951												
	ART-23-M0703			6	6					6	5		
	ART-25-M4049					15	14					8	7
	ART-26-M3830											4	4
	ART-28-M0667			6	4					6	4		
	ART-38-M1033									6	5		
	ART-8-K0608												
	ART-8-K4652												
	ART-8-K4702												
ART-8-M0049			17	17					8	7			
Correspondence	ART-8-I0050												
	ART-8-I0056			20	17					17	16		
	ART-8-I0059									13	12		
	ART-8-I0465			23	17					28	18		
	ART-8-I4418											21	19
	ART-8-I4501												
	ART-8-I4557					24	20					29	25
	ART-8-I5231	28	24					29	22				
	ART-8-I5521												
ART-8-I5522													
Internet	ART-8-N4652											33	30
	ART-8-N5550	27	26					29	27				
<b>Semester Totals</b>		<b>55</b>	<b>50</b>	<b>103</b>	<b>89</b>	<b>58</b>	<b>50</b>	<b>58</b>	<b>49</b>	<b>123</b>	<b>101</b>	<b>123</b>	<b>110</b>

**Enrollment by Modality, Class (Section), Academic Year and Semester (Page 2 of 2)**

Modality	Class (Section)	2018						2019						Class (Section)	
		SU		FA		SP		SU		FA		SP		Totals, All Years	
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Face to Face	ART-1A-M0096			11	11					9	8			33	31
	ART-2-M0038			21	20					13	9			85	74
	ART-2-M4577					11	11					9	8	61	54
	ART-21-M0701			7	7					6	6			19	18
	ART-21-M3950													4	4
	ART-22-M1128			5	5					4	4			9	9
	ART-22-M3951													2	2
	ART-23-M0703			10	10					3	3			25	24
	ART-25-M4049					10	10					8	6	41	37
	ART-26-M3830					6	6					2	2	12	12
	ART-28-M0667													12	8
	ART-38-M1033													6	5
	ART-8-K0608									17	17			17	17
	ART-8-K4652											17	16	17	16
ART-8-K4702											31	28	31	28	
ART-8-M0049			13	13									38	37	
Correspondence	ART-8-I0050			27	24					24	21			51	45
	ART-8-I0056			30	21					24	20			91	74
	ART-8-I0059			21	17									34	29
	ART-8-I0465			25	22					31	28			107	85
	ART-8-I4418					27	27					27	19	75	65
	ART-8-I4501					26	22					31	29	57	51
	ART-8-I4557					19	15					28	20	100	80
	ART-8-I5231	33	28						29	26				119	100
ART-8-I5521								30	28				30	28	
ART-8-I5522								15	15				15	15	
Internet	ART-8-N4652													33	30
	ART-8-N5550	35	33					33	29					124	115
<b>Semester Totals</b>		<b>68</b>	<b>61</b>	<b>170</b>	<b>150</b>	<b>99</b>	<b>91</b>	<b>107</b>	<b>98</b>	<b>131</b>	<b>116</b>	<b>153</b>	<b>128</b>	<b>1,248</b>	<b>1,093</b>

**Enrollment by Modality, Academic Year and Semester**

Modality	2016						2017					
	SU		FA		SP		SU		FA		SP	
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Face to Face			60	55	34	30			65	55	40	36
Correspondence	28	24	43	34	24	20	29	22	58	46	50	44
Internet	27	26					29	27			33	30
<b>Semester Totals</b>	<b>55</b>	<b>50</b>	<b>103</b>	<b>89</b>	<b>58</b>	<b>50</b>	<b>58</b>	<b>49</b>	<b>123</b>	<b>101</b>	<b>123</b>	<b>110</b>

Modality	2018						2019						Modality	
	SU		FA		SP		SU		FA		SP		Totals, All Years	
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Face to Face			67	66	27	27			52	47	67	60	412	376
Correspondence	33	28	103	84	72	64	74	69	79	69	86	68	679	572
Internet	35	33					33	29					157	145
<b>Semester Totals</b>	<b>68</b>	<b>61</b>	<b>170</b>	<b>150</b>	<b>99</b>	<b>91</b>	<b>107</b>	<b>98</b>	<b>131</b>	<b>116</b>	<b>153</b>	<b>128</b>	<b>1,248</b>	<b>1,093</b>

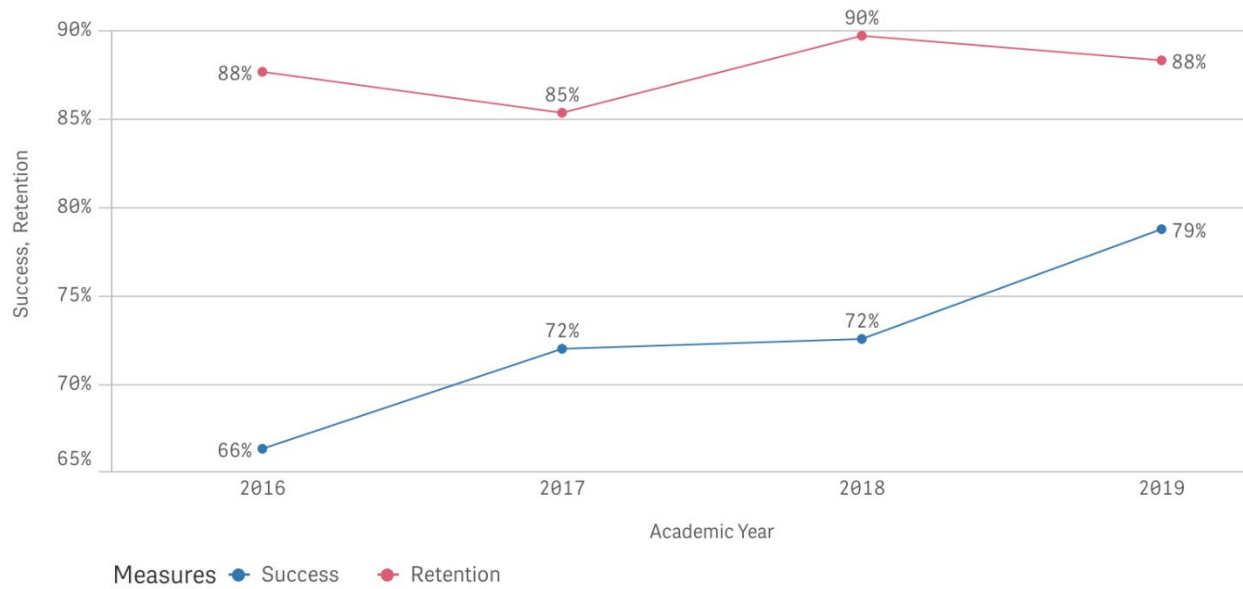
**Enrollments by Time of Day, Academic Year and Semester (Page 1 of 2)**

Time of Day	Academic Year and Semester											
	2016						2017					
	2016SU		2016FA		2017SP		2017SU		2017FA		2018SP	
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
1:00PM			7	7	15	14			18	15	12	11
3:00PM												
3:45PM											2	2
3:50PM											4	4
4:30PM												
5:30PM			6	6								
8:00AM			17	17					8	7		
9:30AM									6	5		
10:00AM			30	25	19	16			33	28	22	19
11:20AM												
TBA	55	50	43	34	24	20	58	49	58	46	83	74
<b>Semester Totals</b>	<b>55</b>	<b>50</b>	<b>103</b>	<b>89</b>	<b>58</b>	<b>50</b>	<b>58</b>	<b>49</b>	<b>123</b>	<b>101</b>	<b>123</b>	<b>110</b>

Time of Day	Academic Year and Semester												Time of Day Totals, All Years	
	2018						2019						Census	Last Day
	2018SU		2018FA		2019SP		2019SU		2019FA		2020SP			
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
1:00PM			18	18	10	10			15	14	10	8	105	97
3:00PM											17	16	17	16
3:45PM			5	5					4	4			11	11
3:50PM					6	6							10	10
4:30PM									17	17			17	17
5:30PM													6	6
8:00AM			23	23									48	47
9:30AM									3	3			9	8
10:00AM			21	20	11	11			13	9	9	8	158	136
11:20AM											31	28	31	28
TBA	68	61	103	84	72	64	107	98	79	69	86	68	836	717
<b>Semester Totals</b>	<b>68</b>	<b>61</b>	<b>170</b>	<b>150</b>	<b>99</b>	<b>91</b>	<b>107</b>	<b>98</b>	<b>131</b>	<b>116</b>	<b>153</b>	<b>128</b>	<b>1,248</b>	<b>1,093</b>

## Student Outcomes

### Student Success and Retention



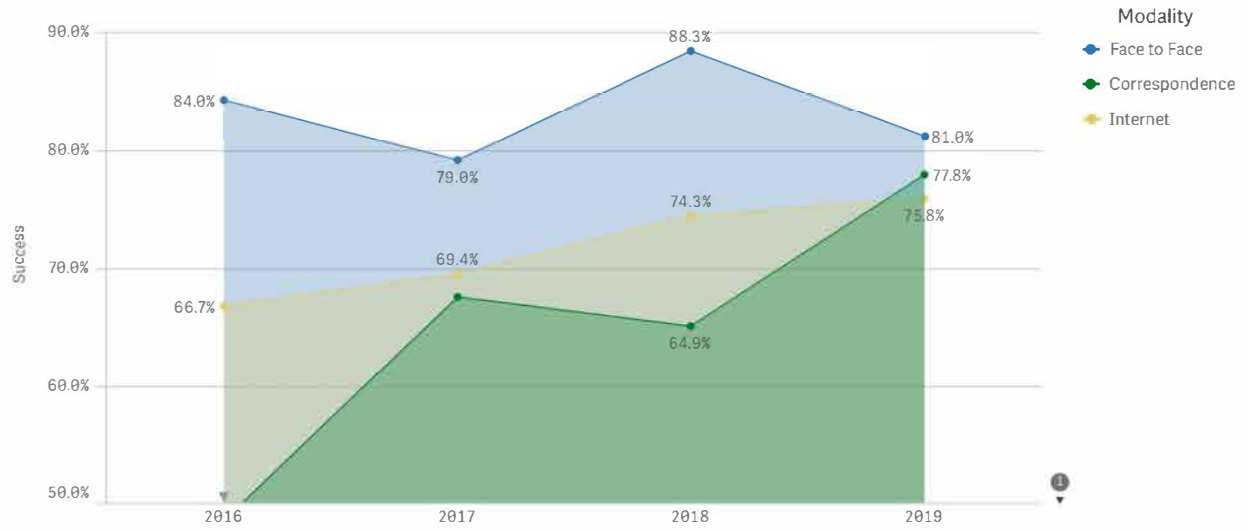
### Student Success and Retention by Class (Section), Academic Year and Semester

Class (Section)	Academic Year and Semester											
	2016						2017					
	SU		FA		SP		SU		FA		SP	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
ART-1A-M0096			100.0%	100.0%					66.7%	83.3%		
ART-2-M0038			79.2%	87.5%					81.5%	88.9%		
ART-2-M4577					78.9%	84.2%					72.7%	86.4%
ART-21-M0701									83.3%	83.3%		
ART-21-M3950											100.0%	100.0%
ART-22-M1128											100.0%	100.0%
ART-22-M3951											100.0%	100.0%
ART-23-M0703			83.3%	100.0%					83.3%	83.3%		
ART-25-M4049					86.7%	93.3%					87.5%	87.5%
ART-26-M3830											100.0%	100.0%
ART-28-M0667			66.7%	66.7%					50.0%	66.7%		
ART-38-M1033									83.3%	83.3%		
ART-8-I0050												
ART-8-I0056			45.0%	85.0%					70.6%	94.1%		
ART-8-I0059									53.8%	92.3%		
ART-8-I0465			34.8%	73.9%					60.7%	64.3%		
ART-8-I4418											72.7%	86.4%
ART-8-I4501												
ART-8-I4557					33.3%	83.3%					75.9%	86.2%
ART-8-I5231	75.0%	85.7%					65.5%	75.9%				
ART-8-I5521												
ART-8-I5522												
ART-8-K0608												
ART-8-K4652												
ART-8-K4702												
ART-8-M0049			94.1%	100.0%					75.0%	87.5%		
ART-8-N4652											72.7%	90.9%
ART-8-N5550	66.7%	96.3%					65.5%	93.1%				
<b>Semester Totals</b>	<b>70.8%</b>	<b>91.0%</b>	<b>71.9%</b>	<b>87.6%</b>	<b>66.3%</b>	<b>87.0%</b>	<b>65.5%</b>	<b>84.5%</b>	<b>70.8%</b>	<b>82.7%</b>	<b>85.2%</b>	<b>92.2%</b>

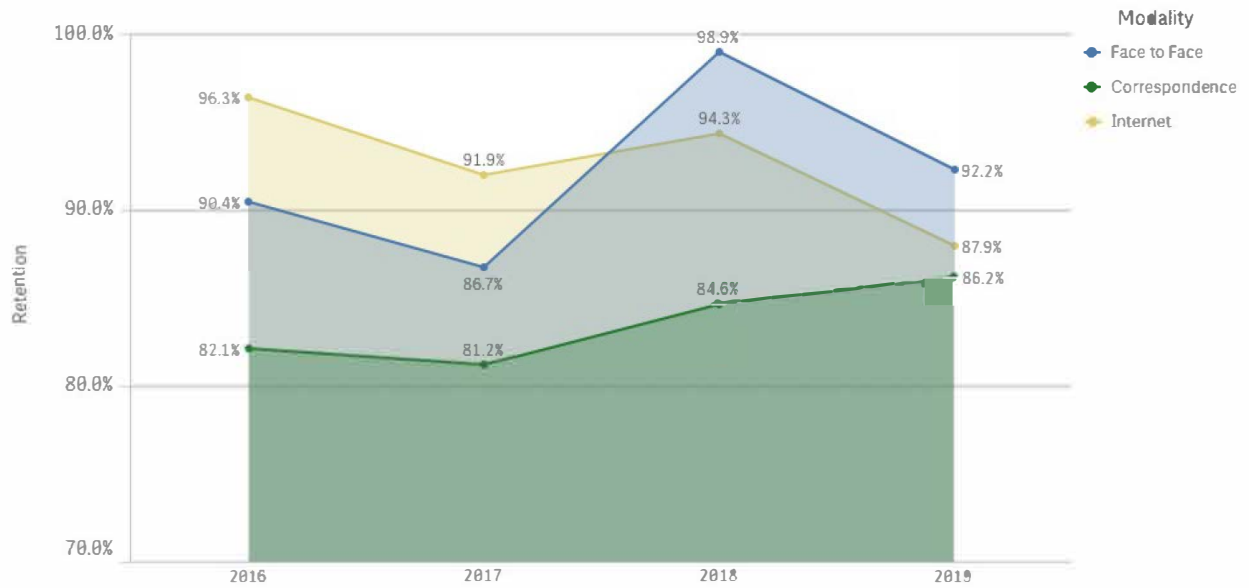
**Student Success and Retention by Class (Section), Academic Year and Semester**

Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years		
	2018						2019								
	SU		FA		SP		SU		FA		SP		Success	Retention	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention			
ART-1A-M0096			81.8%	100.0%					88.9%	88.9%			84.3%	93.1%	
ART-2-M0038			76.2%	95.2%					53.8%	69.2%			72.7%	85.2%	
ART-2-M4577					90.9%	100.0%						87.5%	100.0%	82.5%	92.6%
ART-21-M0701			85.7%	100.0%					100.0%	100.0%			89.7%	94.4%	
ART-21-M3950													100.0%	100.0%	
ART-22-M1128			100.0%	100.0%					100.0%	100.0%			100.0%	100.0%	
ART-22-M3951													100.0%	100.0%	
ART-23-M0703			100.0%	100.0%					100.0%	100.0%			91.7%	95.8%	
ART-25-M4049					80.0%	100.0%					83.3%	100.0%	84.4%	95.2%	
ART-26-M3830					100.0%	100.0%					100.0%	100.0%	100.0%	100.0%	
ART-28-M0667													58.3%	66.7%	
ART-38-M1033													83.3%	83.3%	
ART-8-I0050			55.6%	88.9%					75.0%	87.5%			65.3%	88.2%	
ART-8-I0056			36.7%	70.0%					79.2%	83.3%			57.9%	83.1%	
ART-8-I0059			47.6%	81.0%									50.7%	86.6%	
ART-8-I0465			88.0%	88.0%					90.3%	90.3%			68.5%	79.1%	
ART-8-I4418					81.5%	100.0%					66.7%	70.4%	73.6%	85.6%	
ART-8-I4501					73.1%	84.6%					90.3%	93.5%	81.7%	89.1%	
ART-8-I4557					47.4%	78.9%					42.9%	71.4%	49.9%	80.0%	
ART-8-I5231	81.8%	84.8%					82.8%	89.7%					76.3%	84.0%	
ART-8-I5521							80.0%	93.3%					80.0%	93.3%	
ART-8-I5522							100.0%	100.0%					100.0%	100.0%	
ART-8-K0608									100.0%	100.0%			100.0%	100.0%	
ART-8-K4652											76.5%	94.1%	76.5%	94.1%	
ART-8-K4702											74.2%	90.3%	74.2%	90.3%	
ART-8-M0049			100.0%	100.0%									89.7%	95.8%	
ART-8-N4652													72.7%	90.9%	
ART-8-N5550	74.3%	94.3%					75.8%	87.9%					70.6%	92.9%	
<b>Semester Totals</b>	<b>78.1%</b>	<b>89.6%</b>	<b>77.2%</b>	<b>92.3%</b>	<b>78.8%</b>	<b>93.9%</b>	<b>84.6%</b>	<b>92.7%</b>	<b>87.5%</b>	<b>91.0%</b>	<b>77.7%</b>	<b>90.0%</b>	<b>76.2%</b>	<b>89.5%</b>	

Success Rates by Modality and Academic Year



Retention Rates by Modality and Academic Year





**Student Success and Retention by Modality, Academic Year and Semester**

Modality	Academic Year and Semester											
	2016						2017					
	SU		FA		SP		SU		FA		SP	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Face to Face			84.7%	90.8%	82.8%	88.8%			74.7%	82.3%	92.0%	94.8%
Correspondence	75.0%	85.7%	39.9%	79.5%	33.3%	83.3%	65.5%	75.9%	61.7%	83.6%	74.3%	86.3%
Internet	66.7%	96.3%					65.5%	93.1%			72.7%	90.9%
<b>Semester Averages</b>	<b>70.8%</b>	<b>91.0%</b>	<b>62.3%</b>	<b>85.1%</b>	<b>58.1%</b>	<b>86.1%</b>	<b>65.5%</b>	<b>84.5%</b>	<b>68.2%</b>	<b>83.0%</b>	<b>79.7%</b>	<b>90.7%</b>

Modality	Academic Year and Semester												Modality Averages, All Years	
	2018						2019							
	SU		FA		SP		SU		FA		SP			
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention		
Face to Face			90.6%	99.2%	90.3%	100.0%			90.5%	93.0%	84.3%	96.9%	86.2%	93.2%
Correspondence	81.8%	84.8%	57.0%	82.0%	67.3%	87.9%	87.6%	94.3%	81.5%	87.1%	66.6%	78.4%	66.0%	84.1%
Internet	74.3%	94.3%					75.8%	87.9%					71.0%	92.5%
<b>Semester Averages</b>	<b>78.1%</b>	<b>89.6%</b>	<b>73.8%</b>	<b>90.6%</b>	<b>78.8%</b>	<b>93.9%</b>	<b>81.7%</b>	<b>91.1%</b>	<b>86.0%</b>	<b>90.0%</b>	<b>75.5%</b>	<b>87.7%</b>	<b>73.2%</b>	<b>88.6%</b>

**Student Success and Retention by Class (Section), Academic Year and Semester**

Time of Day	Academic Year and Semester											
	2016						2017					
	SU		FA		SP		SU		FA		SP	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
1:00PM			100.0%	100.0%	86.7%	93.3%			77.8%	83.3%	93.8%	93.8%
3:00PM												
3:45PM											100.0%	100.0%
3:50PM											100.0%	100.0%
4:30PM												
5:30PM			83.3%	100.0%								
8:00AM			94.1%	100.0%					75.0%	87.5%		
9:30AM									83.3%	83.3%		
10:00AM			72.9%	77.1%	78.9%	84.2%			65.7%	77.8%	72.7%	86.4%
11:20AM												
TBA	70.8%	91.0%	39.9%	79.5%	33.3%	83.3%	65.5%	84.5%	61.7%	83.6%	73.8%	87.8%
<b>Semester Totals</b>	<b>70.8%</b>	<b>91.0%</b>	<b>78.1%</b>	<b>91.3%</b>	<b>66.3%</b>	<b>87.0%</b>	<b>65.5%</b>	<b>84.5%</b>	<b>72.7%</b>	<b>83.1%</b>	<b>88.0%</b>	<b>93.6%</b>

Time of Day	Academic Year and Semester												Time of Day Totals, All Years	
	2018						2019							
	SU		FA		SP		SU		FA		SP			
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention		
1:00PM			83.8%	100.0%	80.0%	100.0%			94.4%	94.4%	91.7%	100.0%	88.5%	95.6%
3:00PM											76.5%	94.1%	76.5%	94.1%
3:45PM			100.0%	100.0%					100.0%	100.0%			100.0%	100.0%
3:50PM					100.0%	100.0%							100.0%	100.0%
4:30PM									100.0%	100.0%			100.0%	100.0%
5:30PM													83.3%	100.0%
8:00AM			100.0%	100.0%									89.7%	95.8%
9:30AM									100.0%	100.0%			91.7%	91.7%
10:00AM			76.2%	95.2%	90.9%	100.0%			53.8%	69.2%	87.5%	100.0%	74.8%	86.2%
11:20AM											74.2%	90.3%	74.2%	90.3%
TBA	78.1%	89.6%	57.0%	82.0%	67.3%	87.9%	84.6%	92.7%	81.5%	87.1%	66.6%	78.4%	65.0%	85.6%
<b>Semester Totals</b>	<b>78.1%</b>	<b>89.6%</b>	<b>83.4%</b>	<b>95.4%</b>	<b>84.6%</b>	<b>97.0%</b>	<b>84.6%</b>	<b>92.7%</b>	<b>88.3%</b>	<b>91.8%</b>	<b>79.3%</b>	<b>92.6%</b>	<b>78.3%</b>	<b>90.8%</b>

- **Transfer Data**

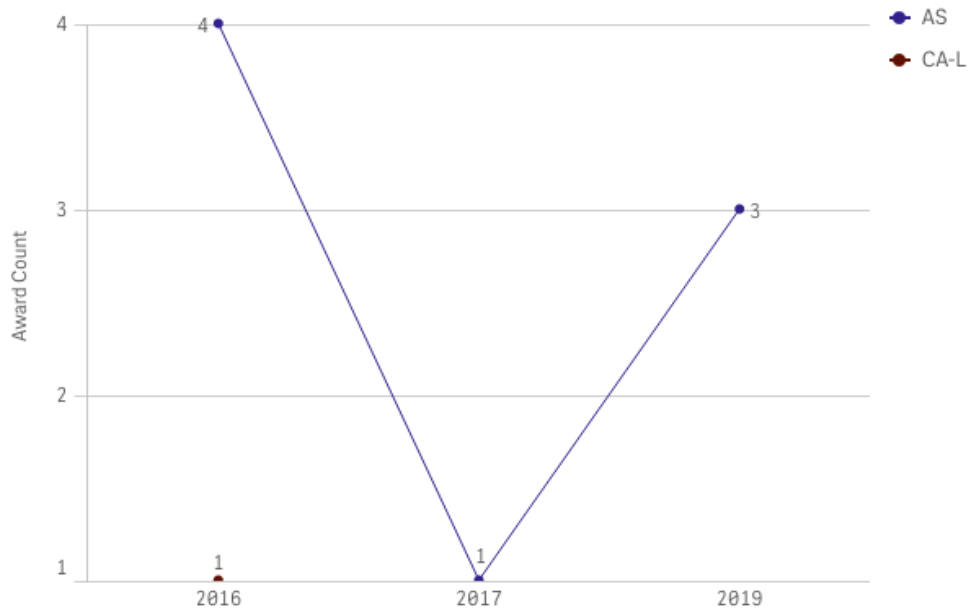
There were no transfers to other institutions from Graphic Design graduates during this time period.

- Awarded degrees and certificates

Available awards for the Graphic Design Program:

- Associate in Science in Graphic Design
- Certificate of Achievement in Graphic Design
- Certificate of Accomplishment in Graphic Design Fast Track

**Degrees and Certificates Awarded By Academic Year**



**Awards by Academic Year**

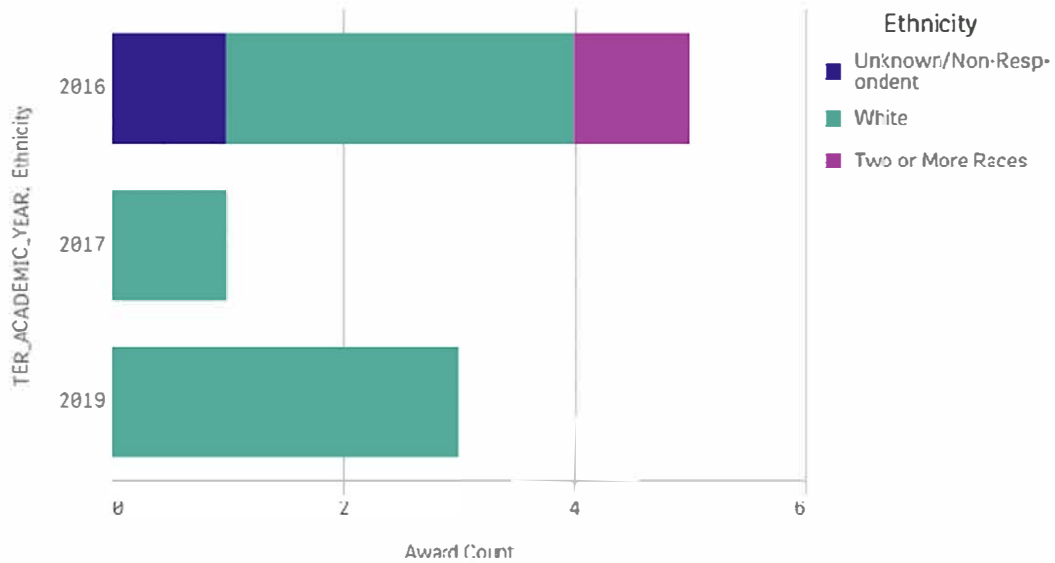
Academic Year	Award	Award Count
<b>Totals</b>		<b>9</b>
2016	AS Digital Graphic Design	4
2016	Cert. of Achievement Digital Graphic Design	1
2017	AS Digital Graphic Design	1
2019	AS Graphic Design	3



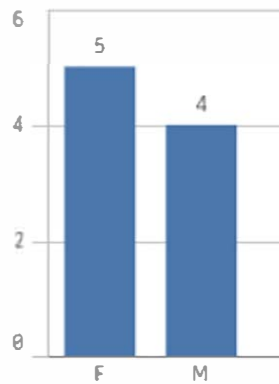
### Awards by Type and Academic Year

Award Type	Academic Year		
	2016	2017	2019
AS Graphic Design	-	-	3
AS Digital Graphic Design	4	1	-
Cert. of Achievement Digital Graphic Design	1	-	-

### Awards (Completions) by Ethnicity



### Awards By Gender



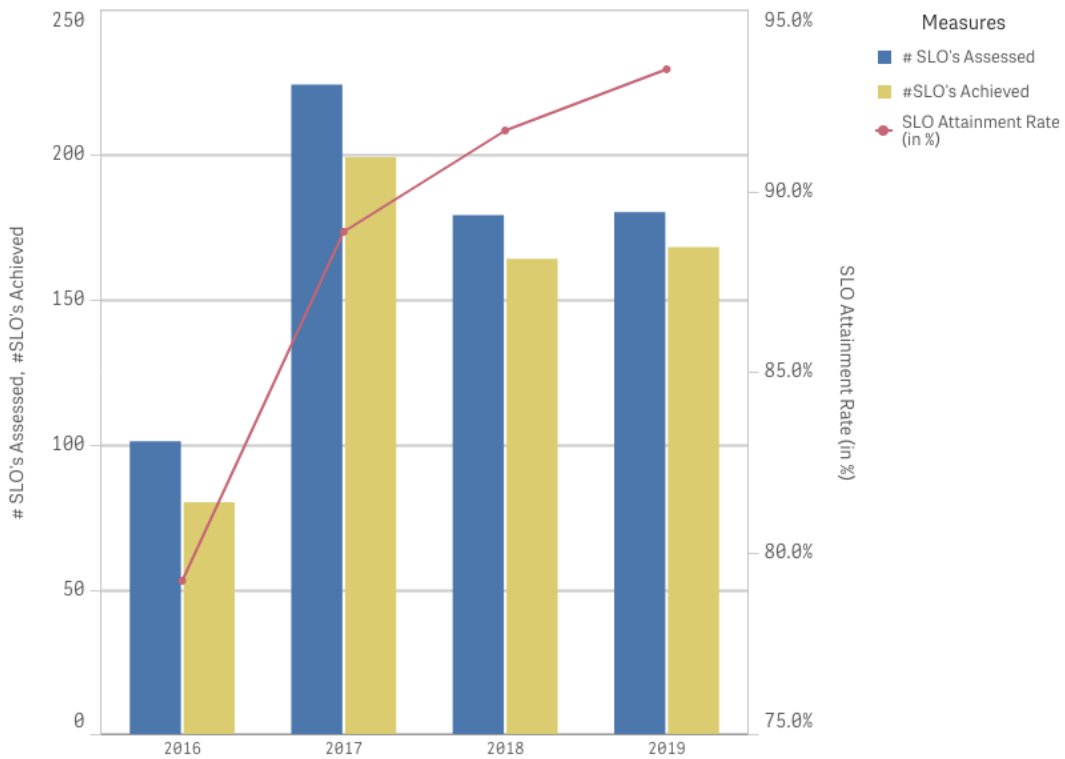
### Locally Awarded Certificates of Competition and Accomplishment

Certificates Title	Academic Year					Certificate Totals, All Years
	2019-20	2018-19	2017-18	2016-17	2015-16	
Digital Graphic Design: Fast Tract I				1	2	3
Digital Graphic Design: Fast Tract II				1		1

## SLO Data

### Academic Years 2016-17, 2017-18, 2018-19, 2019-20

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)



SLO Attainment Rate by Course, Academic Year, and Semester

		Measures		
Subject ▼	Academic Year ▼	# Assessed	Achieved	% Attained
<b>ART</b>		<b>684</b>	<b>611</b>	<b>89%</b>
	2016	101	80	79%
	2017	224	199	89%
	2018	179	164	92%
	2019	180	168	93%

### Student Learning Outcomes (SLO's) by Course

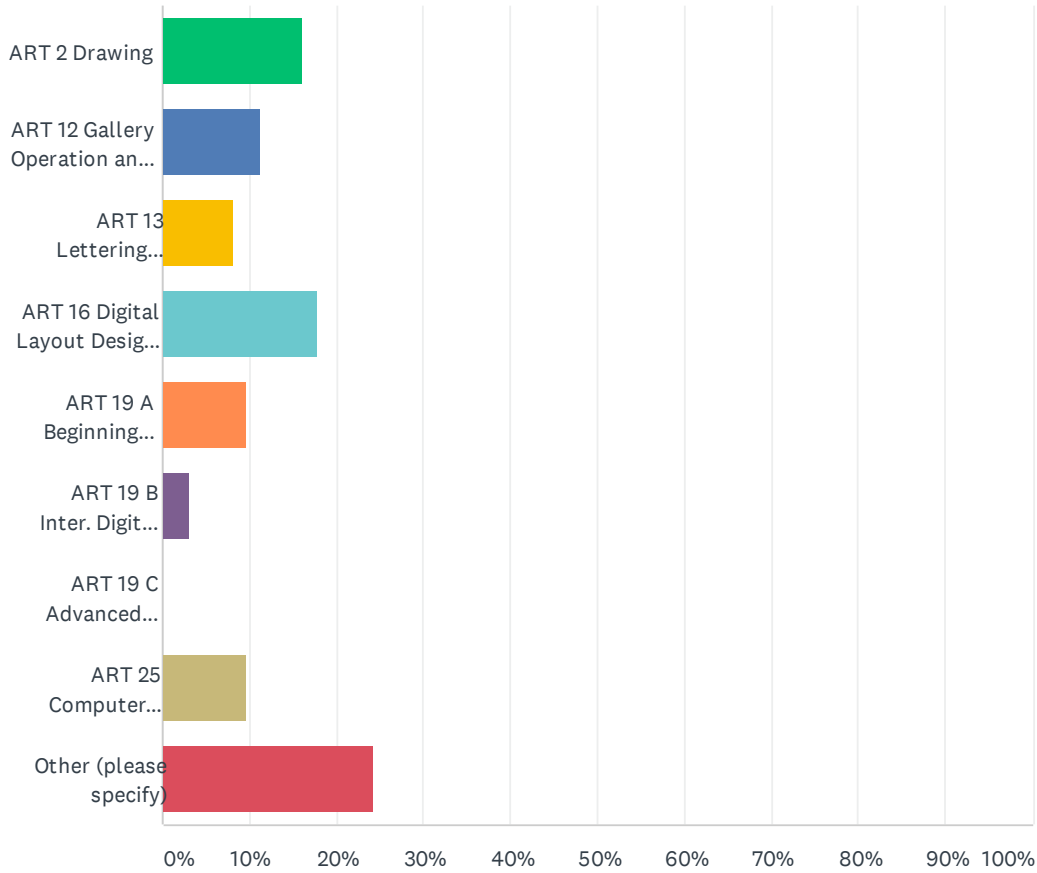
Course	Academic Year	# Assessed	# Achieved	% Attained
ART-1A	<i>Course Totals</i>	36	34	94%
	2016	7	7	100%
	2017	10	8	80%
	2018	11	11	100%
	2019	8	8	100%
ART-2	<i>Course Totals</i>	143	140	98%
	2016	22	20	91%
	2017	71	70	99%
	2018	32	32	100%
	2019	18	18	100%
ART-8	<i>Course Totals</i>	393	331	84%
	2016	62	49	79%
	2017	102	80	78%
	2018	98	83	85%
	2019	131	119	91%
ART-21	<i>Course Totals</i>	22	22	100%
	2017	9	9	100%
	2018	7	7	100%
	2019	6	6	100%
ART-22	<i>Course Totals</i>	11	11	100%
	2017	2	2	100%
	2018	5	5	100%
	2019	4	4	100%
ART-23	<i>Course Totals</i>	29	23	79%
	2016	6	0	0%
	2017	10	10	100%
	2018	10	10	100%
	2019	3	3	100%
ART-25	<i>Course Totals</i>	25	25	100%
	2017	7	7	100%
	2018	10	10	100%
	2019	8	8	100%
ART-26	<i>Course Totals</i>	12	12	100%
	2017	4	4	100%
	2018	6	6	100%
	2019	2	2	100%
ART-28	<i>Course Totals</i>	8	8	100%
	2016	4	4	100%
	2017	4	4	100%
ART-38	<i>Course Totals</i>	5	5	100%
	2017	5	5	100%

Modality ▼	Measures	⊕ 2019	⊕ 2018	⊕ 2017	⊕ 2016
Correspondence - % Attained		96.47%	85.88%	58.82%	60.00%
Correspondence - Assessed		85	85	17	20
Correspondence - Achieved		82	73	10	12
Face-to-Face - % Attained		100.00%	96.81%	97.66%	82.14%
Face-to-Face - Assessed		66	94	128	56
Face-to-Face - Achieved		66	91	125	46
Internet - % Attained		68.97%	-	81.01%	88.00%
Internet - Assessed		29	0	79	25
Internet - Achieved		20	0	64	22

Appendix B:

# Q1 Which course in this program are you reviewing?

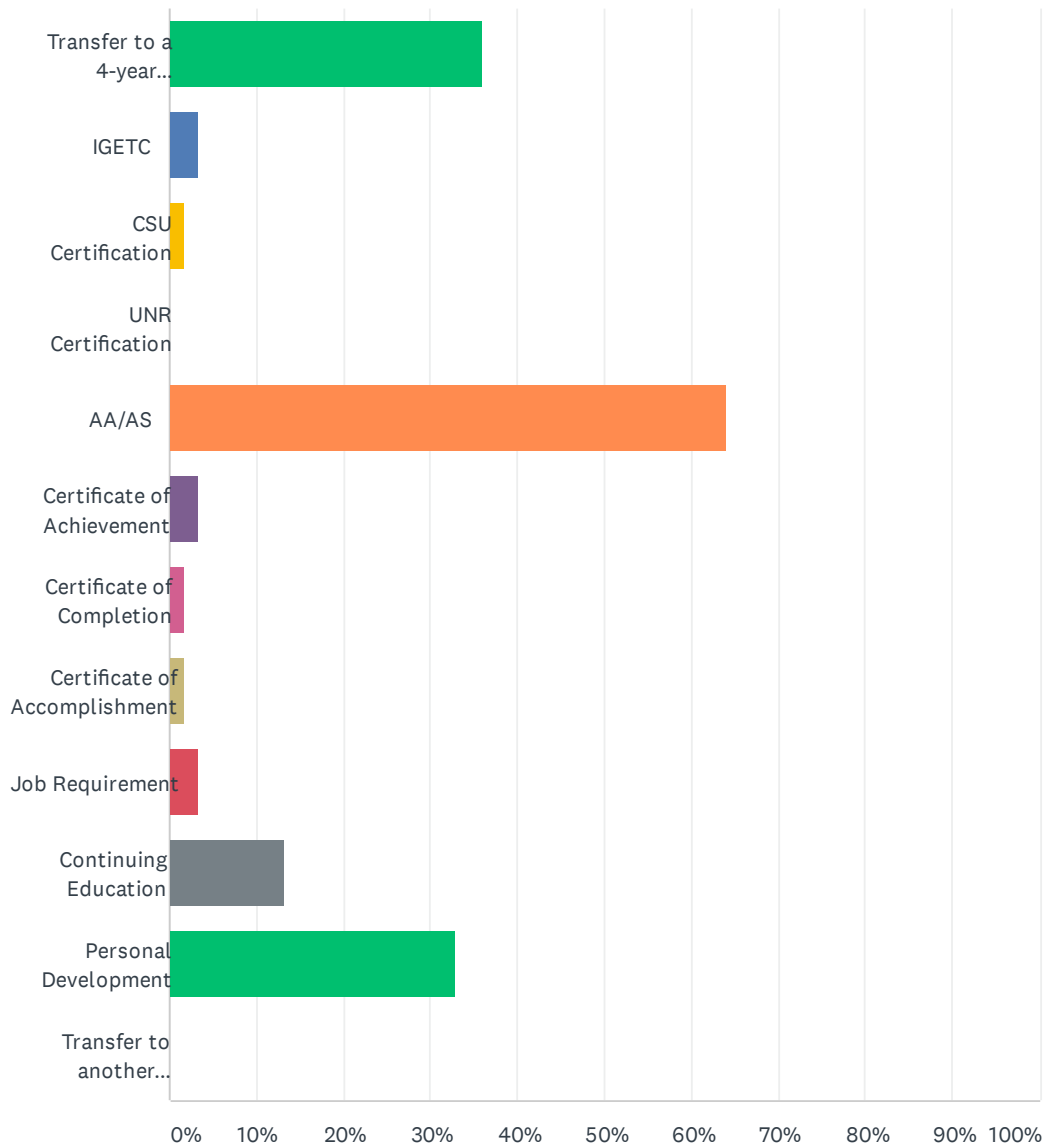
Answered: 62 Skipped: 0



ANSWER CHOICES	RESPONSES	
ART 2 Drawing	16.13%	10
ART 12 Gallery Operation and Exhibit	11.29%	7
ART 13 Lettering Design/Typography	8.06%	5
ART 16 Digital Layout Design Publication	17.74%	11
ART 19 A Beginning Digital Photography	9.68%	6
ART 19 B Inter. Digital Photography	3.23%	2
ART 19 C Advanced Digital Photography	0.00%	0
ART 25 Computer Graphics	9.68%	6
Other (please specify)	24.19%	15
<b>TOTAL</b>		<b>62</b>

## Q2 Educational Goal: What is your educational objective at Lassen Community College. (Check all that apply).

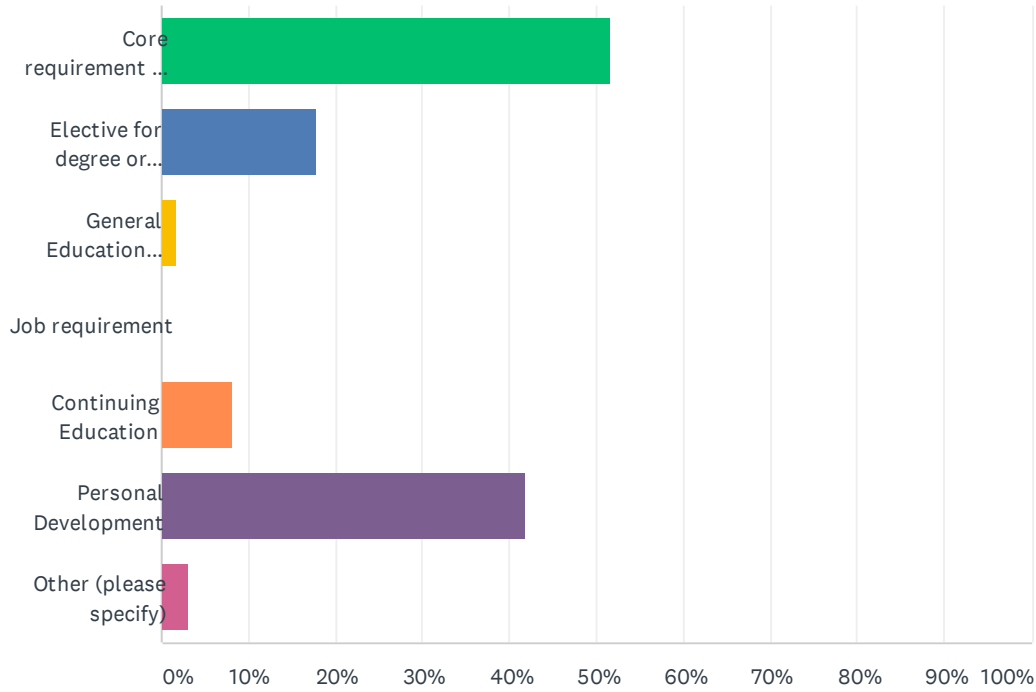
Answered: 61 Skipped: 1



ANSWER CHOICES	RESPONSES	
Transfer to a 4-year Institution	36.07%	22
IGETC	3.28%	2
CSU Certification	1.64%	1
UNR Certification	0.00%	0
AA/AS	63.93%	39
Certificate of Achievement	3.28%	2
Certificate of Completion	1.64%	1
Certificate of Accomplishment	1.64%	1
Job Requirement	3.28%	2
Continuing Education	13.11%	8
Personal Development	32.79%	20
Transfer to another community college	0.00%	0
Total Respondents: 61		

### Q3 Why are you taking this course?

Answered: 62 Skipped: 0

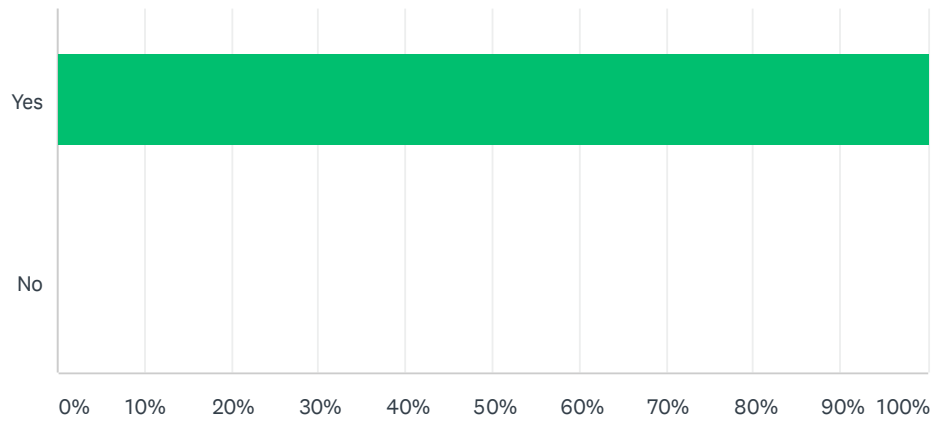


ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	51.61%	32
Elective for degree or certificate	17.74%	11
General Education course for degree or transfer	1.61%	1
Job requirement	0.00%	0
Continuing Education	8.06%	5
Personal Development	41.94%	26
Other (please specify)	3.23%	2
Total Respondents: 62		



### Q4 Does the course content reasonably compare with the catalog/schedule description?

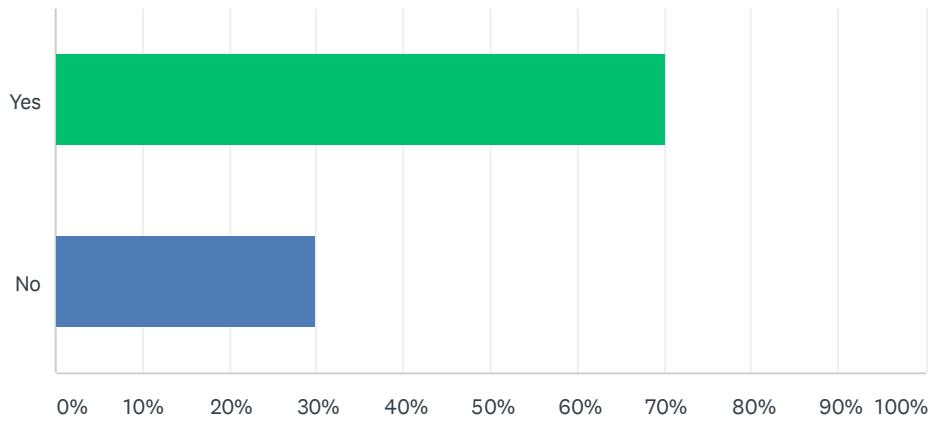
Answered: 54 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	100.00%	54
No	0.00%	0
TOTAL		54

### Q5 Did the catalog clearly explain the order in which the courses in this program should be taken?

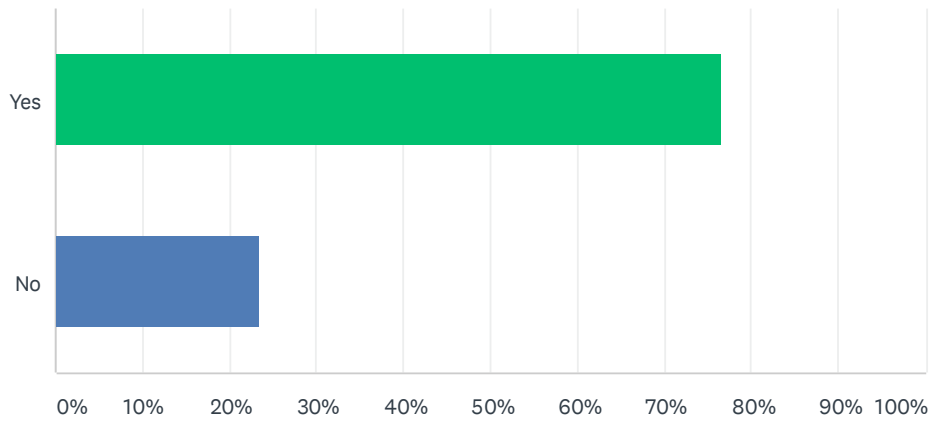
Answered: 50 Skipped: 12



ANSWER CHOICES	RESPONSES	
Yes	70.00%	35
No	30.00%	15
TOTAL		50

### Q6 Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

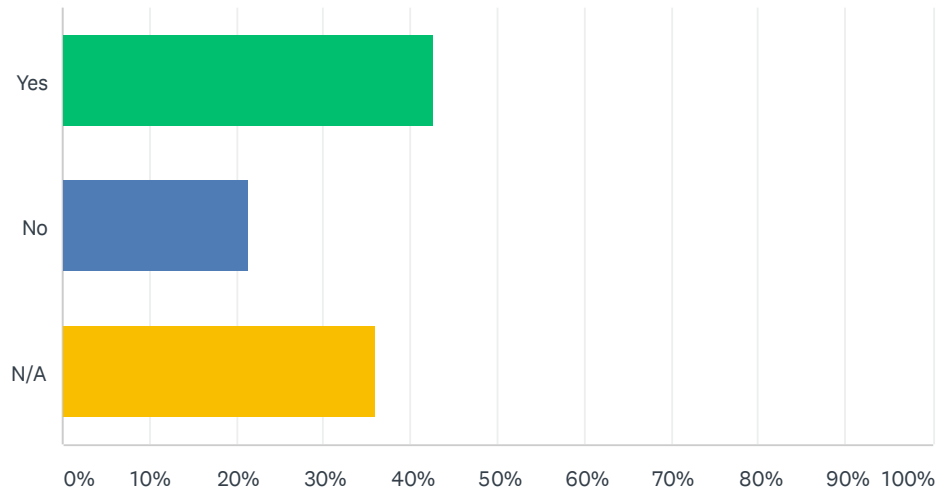
Answered: 51 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	76.47%	39
No	23.53%	12
TOTAL		51

## Q7 Did instructors use the required textbooks in the course?

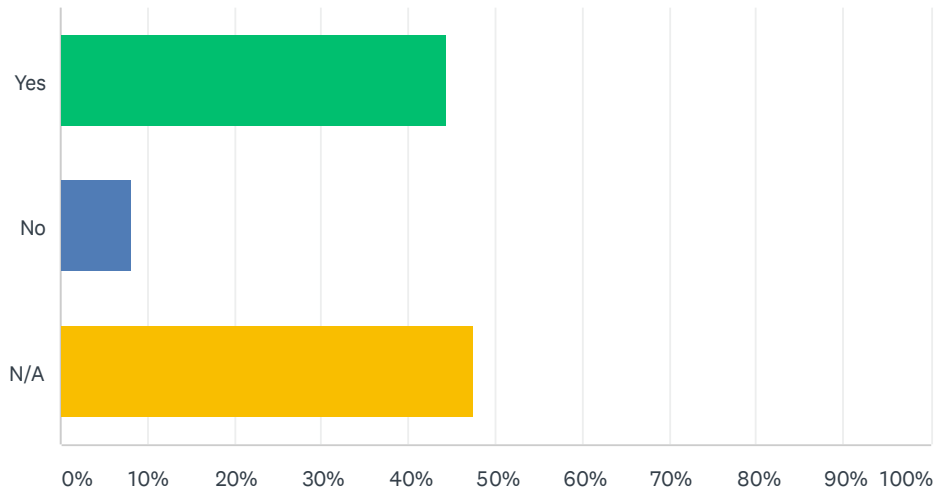
Answered: 61 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	42.62%	26
No	21.31%	13
N/A	36.07%	22
<b>TOTAL</b>		<b>61</b>

## Q8 Are the textbooks purchased for this course useful to you?

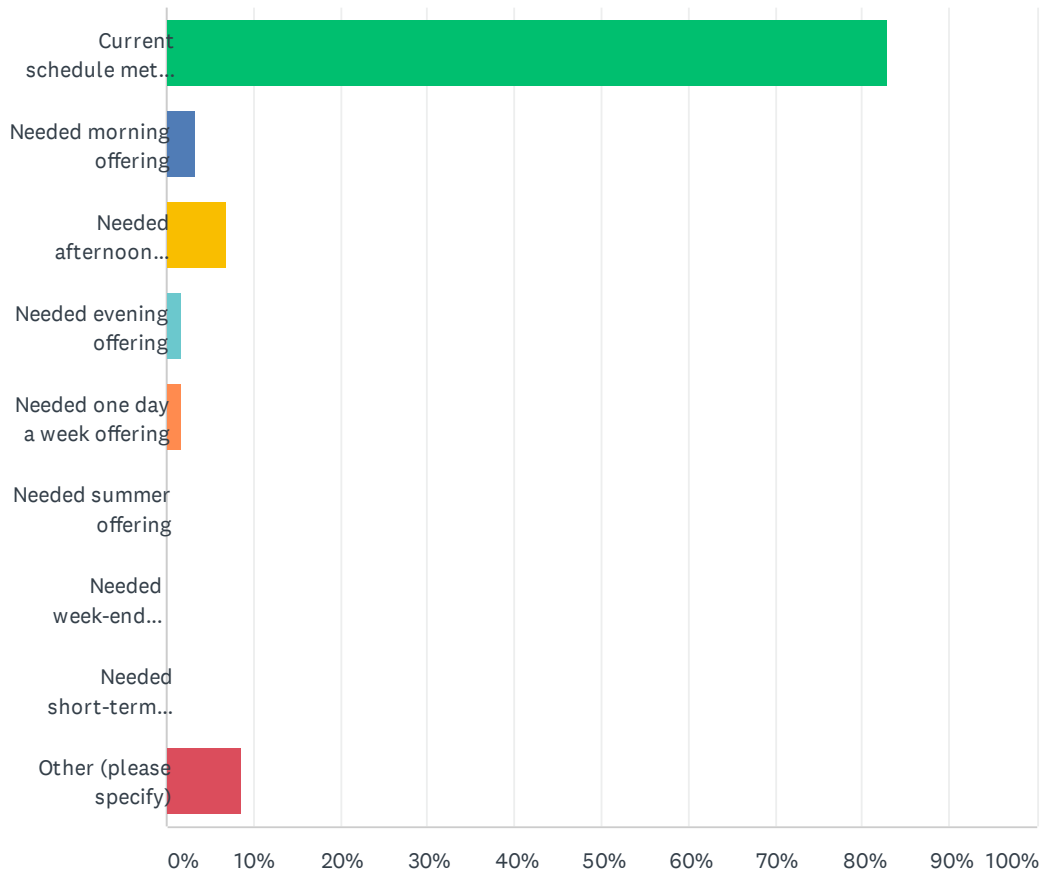
Answered: 61 Skipped: 1



ANSWER CHOICES	RESPONSES
Yes	44.26% 27
No	8.20% 5
N/A	47.54% 29
TOTAL	61

## Q9 Did the scheduling for this course meet your needs?

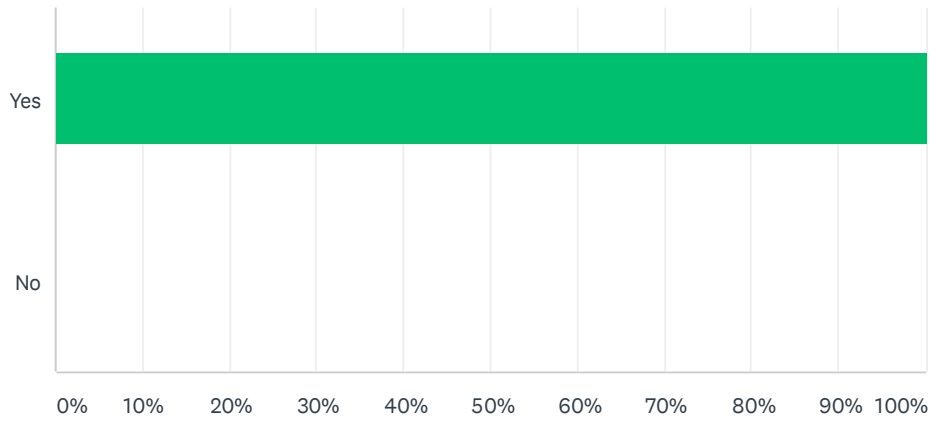
Answered: 58 Skipped: 4



ANSWER CHOICES	RESPONSES	
Current schedule met my needs	82.76%	48
Needed morning offering	3.45%	2
Needed afternoon offering	6.90%	4
Needed evening offering	1.72%	1
Needed one day a week offering	1.72%	1
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0
Other (please specify)	8.62%	5
Total Respondents: 58		

### Q10 I was provided with reasonable access to the facilities

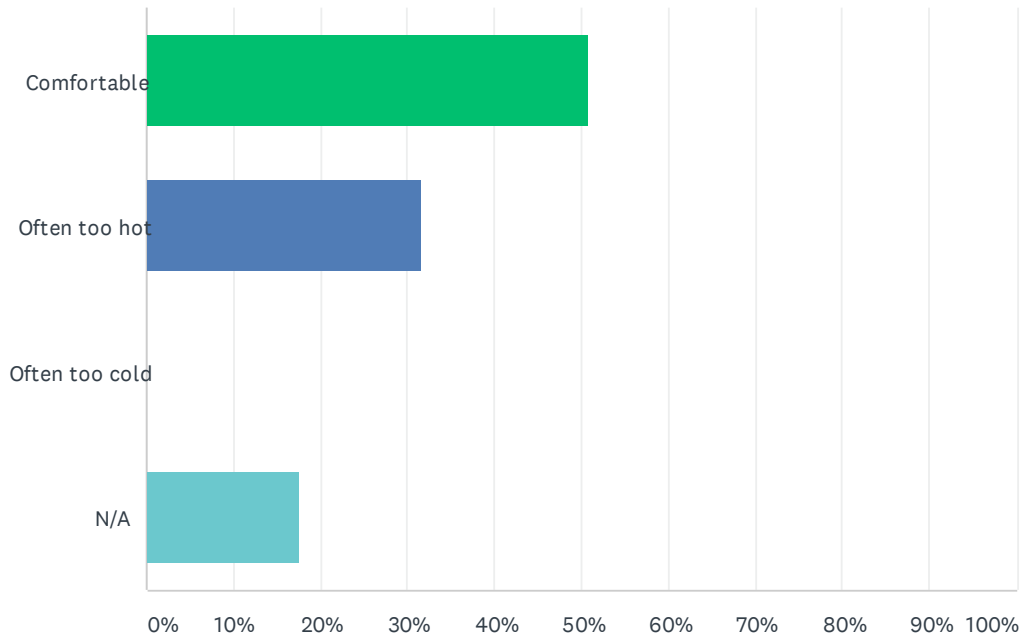
Answered: 58 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	100.00%	58
No	0.00%	0
TOTAL		58

### Q11 When weather is hot outside, the facilities are:

Answered: 57 Skipped: 5

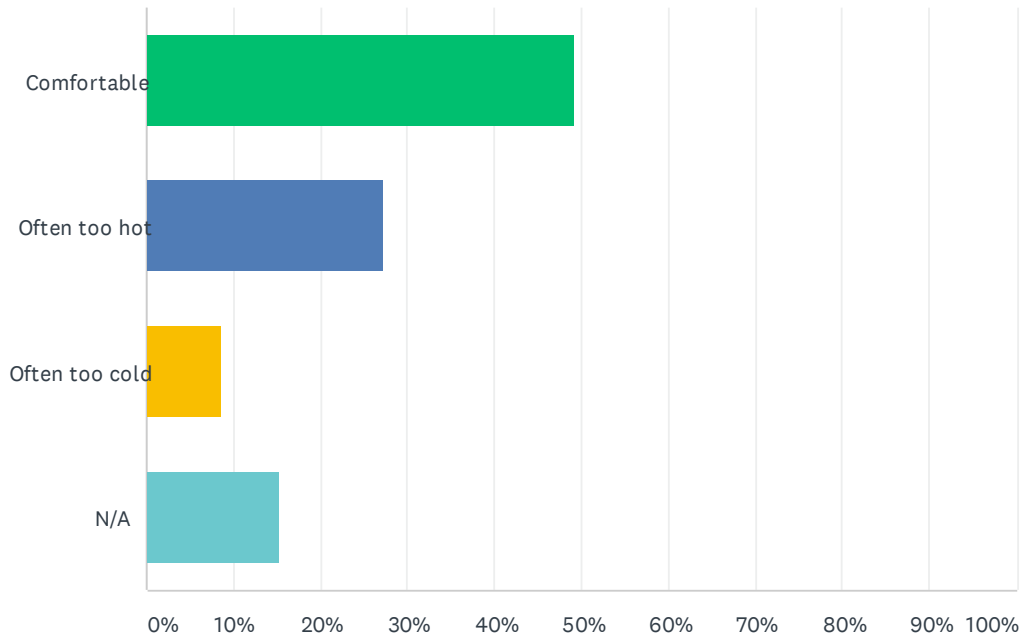


ANSWER CHOICES	RESPONSES	
Comfortable	50.88%	29
Often too hot	31.58%	18
Often too cold	0.00%	0
N/A	17.54%	10
<b>TOTAL</b>		<b>57</b>



## Q12 When weather is cold outside, the facilities are:

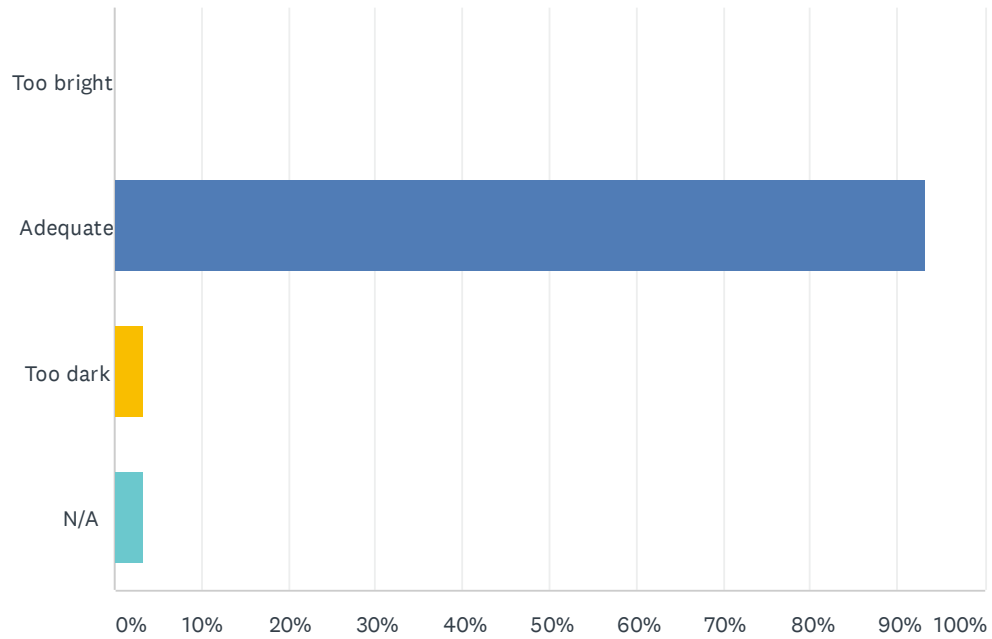
Answered: 59 Skipped: 3



ANSWER CHOICES	RESPONSES	
Comfortable	49.15%	29
Often too hot	27.12%	16
Often too cold	8.47%	5
N/A	15.25%	9
<b>TOTAL</b>		<b>59</b>

### Q13 The lighting of the facilities are

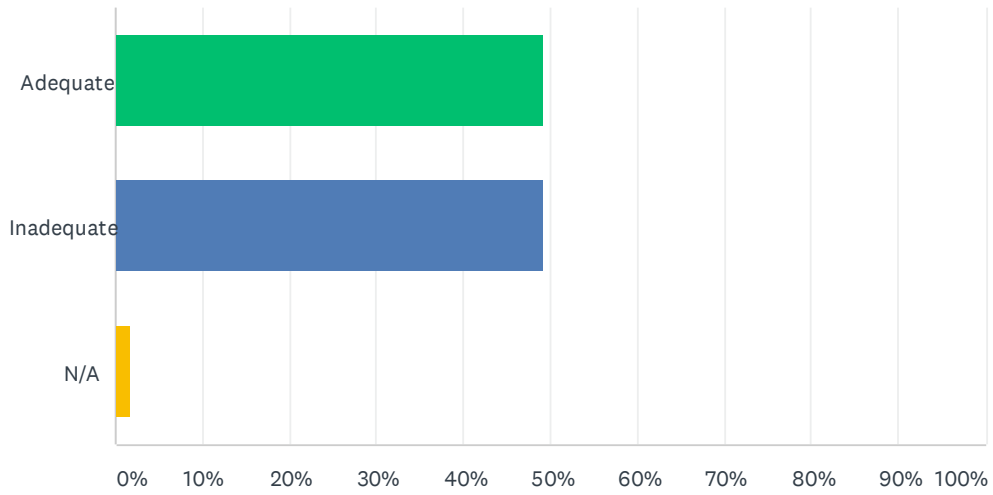
Answered: 59 Skipped: 3



ANSWER CHOICES	RESPONSES	
Too bright	0.00%	0
Adequate	93.22%	55
Too dark	3.39%	2
N/A	3.39%	2
<b>TOTAL</b>		<b>59</b>

### Q14 The chairs/tables/desks are

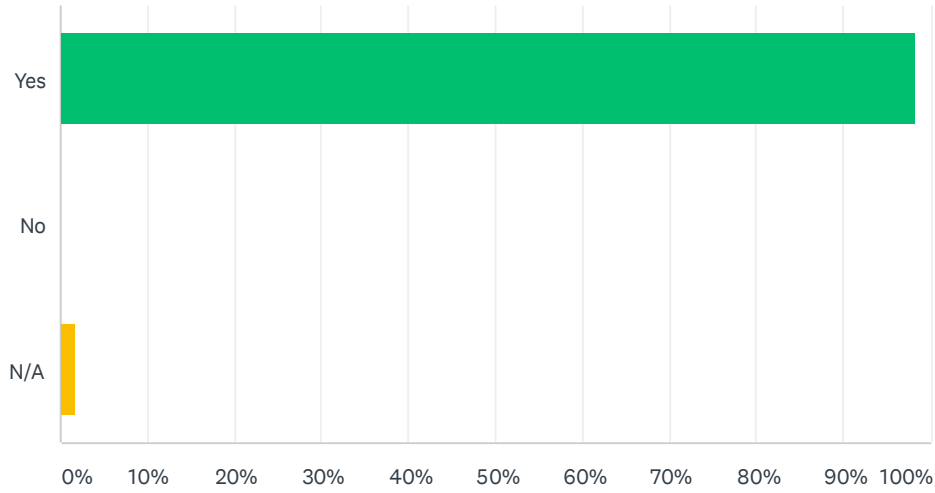
Answered: 59 Skipped: 3



ANSWER CHOICES	RESPONSES	
Adequate	49.15%	29
Inadequate	49.15%	29
N/A	1.69%	1
TOTAL		59

### Q15 Is there enough space for you to do your work in class?

Answered: 59 Skipped: 3



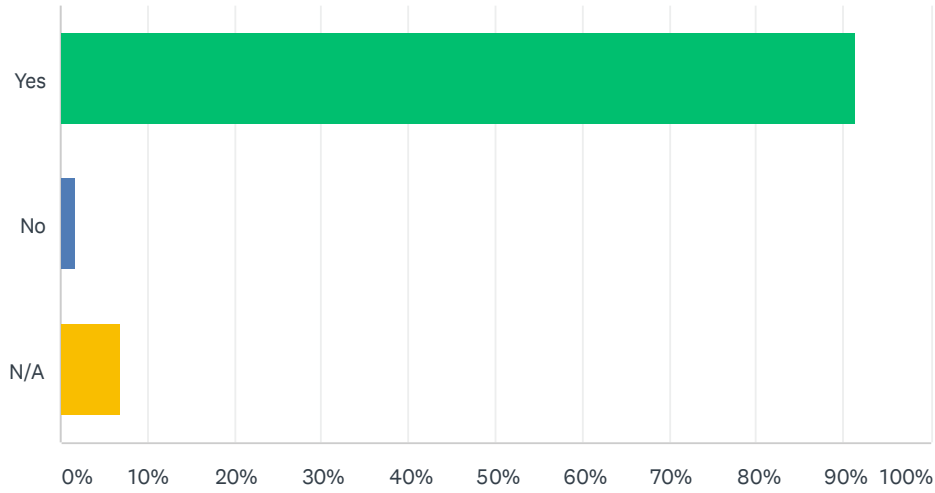
ANSWER CHOICES	RESPONSES	
Yes	98.31%	58
No	0.00%	0
N/A	1.69%	1
TOTAL		59

## Q16 Please elaborate on your responses and include any additional facilities-related comments:

Answered: 40 Skipped: 22

### Q17 Did the course/program provide the necessary equipment?

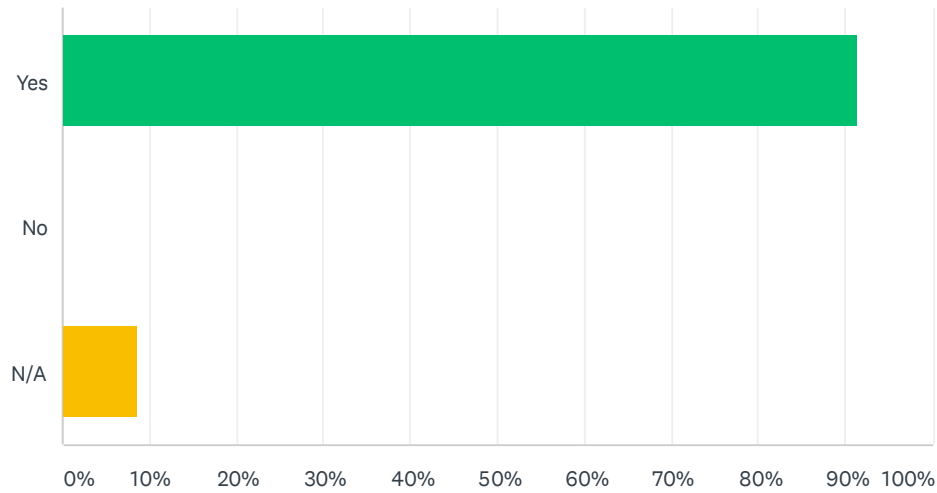
Answered: 58 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	91.38%	53
No	1.72%	1
N/A	6.90%	4
TOTAL		58

## Q18 Is enough time on equipment allowed for each student?

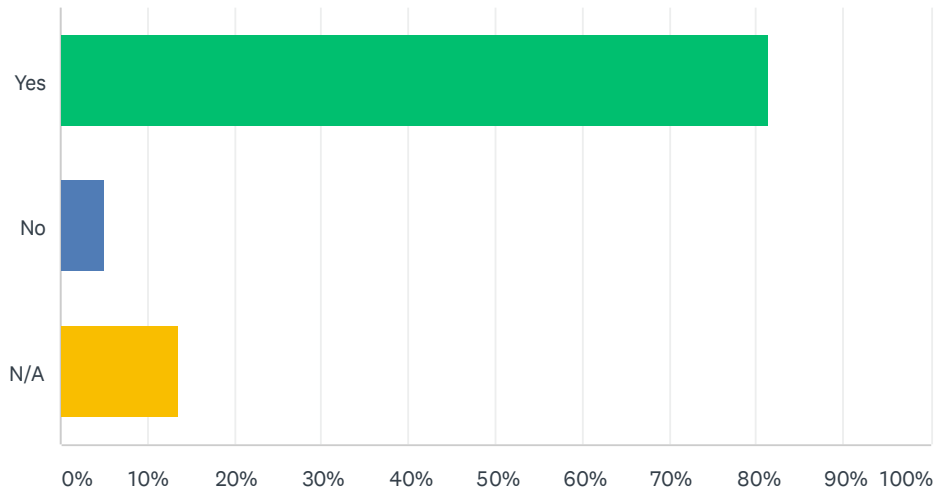
Answered: 59 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	91.53%	54
No	0.00%	0
N/A	8.47%	5
TOTAL		59

### Q19 Is equipment current?

Answered: 59 Skipped: 3

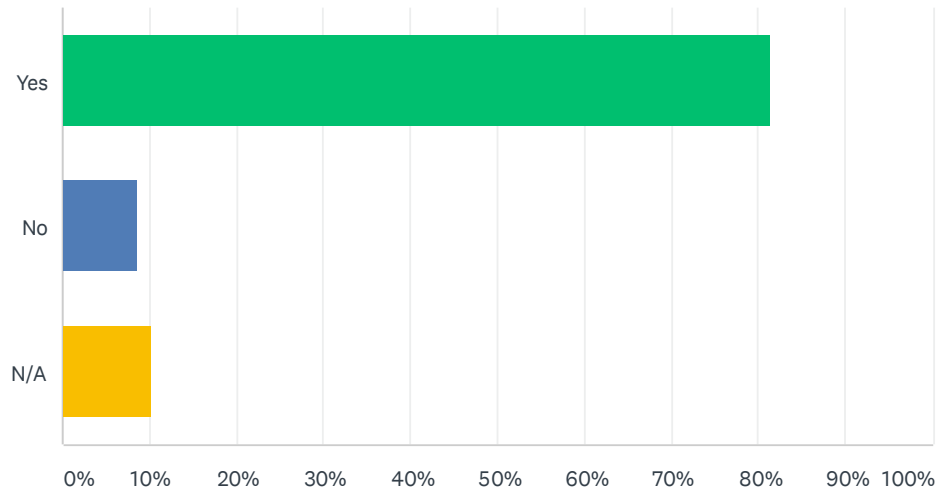


ANSWER CHOICES	RESPONSES
Yes	81.36% 48
No	5.08% 3
N/A	13.56% 8
TOTAL	59



## Q20 Is equipment generally in good operating condition?

Answered: 59 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	81.36%	48
No	8.47%	5
N/A	10.17%	6
TOTAL		59

**Q21 Describe how this course/program could be improved to better meet the needs of the student at Lassen Community College.**

Answered: 39 Skipped: 23

## Q22 Provide any additional comments on the course or program:

Answered: 29 Skipped: 33

Art  
Articulation 12/7/2020

Lassen Course	C-ID	IGETC	CSU-GE	Cal Poly Pomona	Cal Poly SLO	CSU Bakersfield	CSU Channel Islands	CSU Chico	CSU Dominguez Hills	CSU East Bay
Art 1A	Arts 100		C1	VCD 1321A	Art 102			Arts 122	Art 170	Art 102
Art 1A										
Art 1A or 1B						Art 106				
Art 1A & 1B										
Art 1B	Arts 101		C1		Art 104			Arts 123	Art 171	Art 103
Art 1B										Art 111
Art 1B or 30										
Art 2	Arts 110		C1	VCD 1311A	Art 101	Art 105		Arts 125	Art 179	Art 100
Art 2										
Art 2 or 3										
Art 3	Arts 200		C1			Art 107		Arts 126		
Art 3 & 18										
Art 6	Arth 110	3A	C1	AH 2301	Art 211	Art 110		Arth 110	Art 110	
Art 6 & 7					Art 211 & 212					
Art 6 & 7					Art 212					
Art 7	Arth 120	3A	C1	AH 2302		Art 111		Arth 120	Art 111	
Art 7								Arth 130		
Art 8	Arth 100	3A	C1		Art 111	Art 101		Arth 100		
Art 9	Arth 130	3A	C1	AH 2303		Art 112		Arth 140		
Art 9										
Art 9										
Art 10A	Arts 210		C1			Art 201		Arts 227	Art 180	Art 172
Art 19A								Arts 240		
Art 19A & 19B						Art 209		Arts 230		Art 101
Art 23	Arts 220									
Art 23										
Art 25	Arts 250					Art 108		Arts 250	Art 160	
Art 25								CAGD 110		
Art 26						Art 204				
Art 30			C1			Art 202		Arts 270	Art 190	
Art 36A			C1			Art 104		Arts 260	Art 150	Art 115
Art 36A						Art 207				



Art  
Articulation 12/7/2020

Lassen Course	CSU Fresno	CSU Fullerton	CSU Long Beach	CSU Los Angeles	CSU Monterey Bay	CSU Northridge	CSU Sacramento	CSU San Bernardino	Stanislaus	Humboldt State	San Diego State	San Francisco State
Art 1A	Art 13		Art 130	Art 1030		Art 140	Art 60	Art 120	Art 1010	Art 105C	Art 101	
Art 1A			Desn 120A									
Art 1A or 1B												
Art 1A & 1B												
Art 1B	Art 14		Art 131	Art 1090		Art 141	Art 70	Art 121	Art 1200	Art 105D	Art 103	
Art 1B			Desn 120B									
Art 1B or 30												
Art 2	Art 20		Art 181	Art 1590	VPA 215	Art 124A	Art 20A	Art 122	Art 1010	Art 105B	Art 100	Art 231
Art 2												
Art 2 or 3												
Art 3	Art 21					Art 124B				Art 122		
Art 3 & 18			Art 184									
Art 6	Arth 10		AH 111A			Art 110	Art 1A	Art 221	Art 2515	Art 103A	Art 258	Arth 201
Art 6 & 7												
Art 6 & 7												
Art 7	Arth 11		AH 111B				Art 1B	Art 223	Art 2520	Art 103B	Art 259	Arth 202
Art 7												
Art 8	Art 1		Art 110		VPA 205			Art 200		Art 100	Art 157	
Art 9						Art 114			Art 2527	Art 104N		
Art 9												
Art 9												
Art 10A	Art 40		Art 287		VPA 218	Art 227		Art 235	Art 1100	Art 106		
Art 19A					CST 226							
Art 19A & 19B								Art 291				
Art 23	Art 24		Art 270		VPA 290	Art 237			Art 1030	Art 107		Art 235
Art 23									Art 1035			
Art 25	Art 37		Art 149		CST 227	Art 244		Art 123	Art 1040	Art 108		
Art 25												
Art 25												
Art 30			Art 263			Art 235	Art 88	Art 240		Art 109	Art 216	Art 240
Art 36A			Art 251A	Art 1520		Art 267		Art 254		Art 290		Art 245



Art  
Articulation 12/7/2020

Lassen Course	San Jose State	Sonoma State	UC Davis	UC Irvine	UCLA	UC Riverside	UC San Diego	UC Santa Barbara	UC Santa Cruz
Art 1A		Arts 101	Design 015						Art 10D
Art 1A									
Art 1A or 1B									
Art 1A & 1B									
Art 1B		Arts 102							Art 10E
Art 1B									
Art 1B or 30									
Art 2		Arts 202	Art 002	Art 20A		Art 1			Art 15
Art 2									
Art 2 or 3									
Art 3		Arts 204							
Art 3 & 18									
Art 6		Arth 210	Arthi 001A	Art His 40A	Art His 20	AHS 17A		Arthi 6A	
Art 6 & 7			Arthi 001B	Art His 40B		AHS 17B	VIS 20		
Art 6 & 7								Arthi 6B	
Art 7		Arth 211	Arthi 1C	Art His 40C	Art His 22	AHS 17C		Arthi 6C	
Art 7									
Art 8			Art 010						
Art 9				Art His 42A					
Art 9				Art His 42B					
Art 9				Art His 42C					
Art 10A		Arts 220		Art 30A		Art 2			Art 20J
Art 19A									Art 20I
Art 19A & 19B									
Art 23		Arts 245						Art 14	Art 20G
Art 23									
Art 25		Arts 105							
Art 25									
Art 30				Art 40		Art 5		Art 12	Art 20H
Art 36A				Art 51					



Art  
Articulation 12/7/2020

Art 36B																						
Art 43A																						

Lassen Community College  
Status of Curriculum Reviews

**Fine Arts/Humanities Instructional Program Review  
Status of Curriculum Review April 26, 2021**

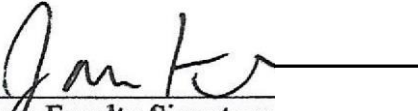
**Appendix D:**

<b>Course</b>	<b>Curriculum Committee Review Completed</b>	<b>Curriculum Committee Review Not Completed</b>
ART 1A Two-Dimensional Design	05/05/2020	
ART 1B Three-Dimensional Design	05/05/2020	
ART 2 Drawing	05/05/2020	
ART 3 Beginning Life Drawing	10/20/2020	
ART 6 Survey of Art History-Prehistoric to Renaissance	05/05/2020	
ART 7 Survey of Art History-Renaissance to Present	05/05/2020	
ART 8 Art Appreciation	05/05/2020	
ART 9 Art History Asian Art	10/20/2020	
ART 10A Beginning Painting	04/20/2021	
ART 10B Intermediate Painting	04/20/2021	
ART 10C Advanced Painting	04/20/2021	
ART 10D Portfolio Painting	04/20/2021	
ART 12 Gallery Operations and Exhibition Design	Inactive 11/07/2017	
ART 13 Letter Design-Typography	Inactive 10/01/2019	
ART 16 Digital Layout – Design for publishing	Inactive 11/07/2017	
ART 18 Advanced Life Drawing	10/20/2020	
ART 19A Beginning Digital Photography	04/06/2021	
ART 19B Intermediate Digital Photography	04/06/2021	
ART 19C Advanced Photography	04/06/2021	
ART 19D Portfolio Digital Photography	04/06/2021	
ART-21 Digital Illustration 1	04/20/2021	
Art 22 – Digital Illustration 2	10/20/2020 Inactivate	
ART 23 Beginning Print Making	04/06/2021	
ART 25 Graphic Design I	05/05/2020	
ART 26 Graphic Design II	10/20/2020 Inactivate	

Lassen Community College  
Status of Curriculum Reviews

ART 28 Intro to Web Design	Inactive 10/01/2019	
ART 30 Introduction to Sculpture	04/06/2021	
ART 35 Glass Design	Inactive 03/06/2018	
ART 36A Beginning Ceramics	04/06/2021	
ART 36B Intermediate Ceramics	04/06/2021	
ART 36C Advanced Ceramics	04/06/2021	
ART 36D Portfolio Ceramics	04/06/2021	
ART 38 3-D Computer Modeling and Animation	04/20/2021 Inactive	
ART 39 Introduction to Digital Art	10/20/2020 Inactivate	
ART 43A Beginning Jewelry Design and Metalsmithing	10/20/2020 Inactivate	
ART 43B Beginning Jewelry Design-Casting	10/20/2020 Inactivate	
ART 43C Intermediate Jewelry Design	10/20/2020 Inactivate	
ART 43D Advanced Jewelry Design	10/20/2020 Inactivate	
ART 46 Art Education Methods	Inactive 05/01/2018	
ART 50 Welding for Artists	10/20/2020 Inactivate	
ART 52 Marketing Yourself as an Artist - Designer	Inactive 11/07/2017	
ART 60A Production Graphics	Inactive 11/07/2017	
ART 60B Advanced Production Graphics	Inactive 11/07/2017	
ART 130 Mural Painting Workshop	Inactive 03/06/2018	
AA in Studio Art for Transfer	04/06/2021	
AA in ART History for Transfer	11/03/2020 Inactivate	

Lassen Community College  
Status of Curriculum Reviews

  
\_\_\_\_\_  
James Kleckner, **Subject Area Faculty Signature**

4-26-21  
Date

  
\_\_\_\_\_  
**Chad Lewis, Curriculum and Academic Standards Committee Chair Signature** Date

4-26-21

**Carie Camacho** Digitally signed by Carie Camacho  
Date: 2021.04.27 17:36:23 -07'00'  
\_\_\_\_\_  
Carie Camacho, Interim Dean of Instructional Services Date