



Daniela Nikolaeva

2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Department history and narrative:

The Graphic Arts Department has been serving the greater San Francisco Bay Area for over 40 years, providing trained craftspeople to the print and related industries. This department traditionally trained students primarily in type composition and printing press operation, as well as in other supporting curricular areas. The rapid evolution of the industry due to the computer has changed the primary focus from print to a broader technology driven base. Good graphic design is now required in a number of visual communications and imaging technologies. Although the department stays abreast of changing trends in the print related segment of the industry it has incorporated the demands of electronic displays into the curriculum. The world-wide-web, interactive media and multimedia environment is demanding the addition of graphic design related to those arenas. The department focuses on general Graphic Design as the major emphasis. The makeup of the Trade Advisory Committee is changing with the trends and now has individuals with varied experiences in digital imaging and design. This assures viability of the program. The program offers preparation toward an industry recognized Certificate of Achievement, an Associate of Arts degree in Applied Graphic Design/Digital Imaging or transfer to a four-year institution. The department is participating on the state level in development of the AA-T in Graphic Design thereby insuring our students' admission into the CSU system.

Laney College Graphic Arts department provides students with personal attributes and career skills in order to succeed in the competitive work environment found within the Graphic Arts industry. In order to accomplish this goal, students need to bring to the program fundamental levels of education in English, mathematics, art and personal relationship skill-sets as defined by SCANS. The department will reinforce these "soft skills" through course work and research opportunities. Examples of English abilities would be a basic speaking, writing and understanding level with a vocabulary sufficient to listen and converse on a social and technical level. Mathematics should be at an eighth-grade level of computing with good understanding of linear measurement in various systems. An artistic ability with some education in basic drawing and sketching, design concepts and color dynamics would be advantages. With the advent of computer technology, the demands of the student to be as current as resources make it possible is crucial to success in the program. The department desires to provide a professional environment mirroring the workplace from which many of our students come or will go. A broadening of offerings to include highly successful segments of graphics into areas of packaging design, visual communications namely front-end web design, mobile apps, and emerging technologies and entertainment venues such as games, animation, and interactive media are natural expansions. A balance of these cutting-edge technologies must be balanced with a fundamental knowledge of good design elements and principles and applied to the workplace with a firm understanding of systematic problem-solving abilities. Staff currency in technology must be a priority along with practical work-related experience.

Objectives for the department are; a. to provide successful student experiences related to graphic arts professions, b. the development of skills to insure success in graphic arts related career

choices, and c. to maintain a level of academic excellence to continue the community perception of this being an exemplary program.

To insure the accomplishment of these objectives it is supposed that the Faculty of the Department will:

1. Maintain currency in subject area.
2. Keep "student success" as the number one priority of each class.
3. Attempt to teach individuals with varying backgrounds, cultures, experiences and motivations on equitable terms, giving time and instruction in varying degrees to accomplish course goals and objectives and insure "student success" in measurable outcomes.
4. Consider the well-being of the department part of the professional duties and obligations of employment.
5. Act as an ambassador of the department to promote program and classes.
6. Contribute to the overall curriculum offered by the department.

And that each student should:

1. Have a basic understanding of the history of graphic communications, design, printing, and electronic imaging.
2. Experience as many "hands-on" opportunities as possible.
3. Experience traditional as well as digital processes in order to build a foundation for future learning.
4. As design-oriented students, be encouraged to develop creative abilities related to graphic communications.
5. As technically oriented students, learn current industry accepted standards of file development, management, and production.
6. Develop "soft skills" such as; verbal communication, reliability, teamwork, accuracy, and all other skills addressed in the U.S. Government SCANS survey.

The Laney College Graphic Arts Department is unique in that it is a vocationally oriented program dedicated to training and educating individuals to career paths within the broad spectrum of graphic arts. This differs from most programs that are liberal arts directed. Because of this unique direction, factors that influence program review and assessment must be carefully considered. Class size, course offerings, course objectives, facilities, staff competencies, and scheduling are but a few of the affected areas. The trend in this industry has become broader in scope and range to include not only the printing industry but also the vast areas of other graphic design hungry venues such as; a. the world-wide-web, b. computer games, c. interactive presentations in both industry and education and d. entertainment included in computer games, motion pictures special effects, and animation and 3-D imaging. Reports related to moving the department location fail to correctly identify this unique standing. By virtue of being a "vocational" program the goals and objectives reflect a different direction from a program that would be included under an art orientation. This is of great concern to the Graphic Arts Department and if not fully understood by decision making centers could completely alter the direction of the department or fully destroy the unique attributes that have served department and the community well for many years. From all reports it is very evident that the printing industry is strong and viable and is not being replaced by the computer but being enhanced by it. The department needs to continue to support the printing part of the graphic arts. It also needs room to grow with the emerging technology. This will require support from the institution in a greater degree than has been received in previous times. The growth of faux programs on other Peralta campuses that have received instructional equipment funds, instructors and promotional support indicate that there is large enough interest in these graphic arts-oriented areas to support programs throughout the Peralta Colleges.

The department anticipates further study and discussion with other "Visual Imaging and

Communication” oriented departments on the Laney College campus in order to arrive at consensus of a description for an all-inclusive department of visual communications or “Center for Design”. The clustering of similar programs and services could be beneficial to both strong and emerging departments. Students would have the advantage of finding these programs in one place. Faculty leadership could be shared with a larger group of individuals. Courses with common subject matters could be consolidated into fewer sections. With the proper support of the institution facilities could be multi-use and thereby serve to enhance space utilization. Although these discussions have been ongoing for many years, as understood by the department, this is a continuing process. The department is committed to following talks to a logical conclusion.

List your Faculty and/or Staff

Daniela Nikolaeva Pachtranska, Carole R. Brown, Tony Claar, John Hogan, Michael Jay, Michael Wong

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

- Ensure quality and excellence of academic programs.
 - Our semester assessment provides us with an ongoing view of whether we are successful and provides self-reflection for action.
- Provide a standardized methodology for review of instructional areas.
 - Our SLOs provide a baseline for review.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
 - Our semester assessment provides us with an ongoing view of whether we are successful and provides self-reflection for action.
- Identify effective and exemplary practices.
 - Input from our advisory board and instructors provide us with information
- Strengthen planning and decision-making based upon current data.
 - Our semester assessment provides us with an ongoing view of whether we are successful and provides self-reflection for action.
- Identify resource needs.

- Semester department meeting helps in identify our resource needs by each instructor's input.
- Develop recommendations and strategies concerning future directions and provide evidence-supporting plans for the future, within the department, at the college and at the District level.
 - Input from our advisory board and instructors provide us with current trends, in implement within course development.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
 - Input from our advisory board and instructors provide us with current trends and learning techniques.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.
 - Our semester assessment provides us with an ongoing view of whether we are successful and provides self-reflection for action if necessary.

Describe your current utilization of facilities, including labs and other space

Currently the majority of hybrid lecture lab courses are being taught in room A153 and A154. Room A152 is temporarily being used for inventory area for the Smart Class and hopefully will reclaim our room by the end of this year. Room A152 has been used in the near past for our GRART 150 Graphic in Motion classes.

Enrollment Trends

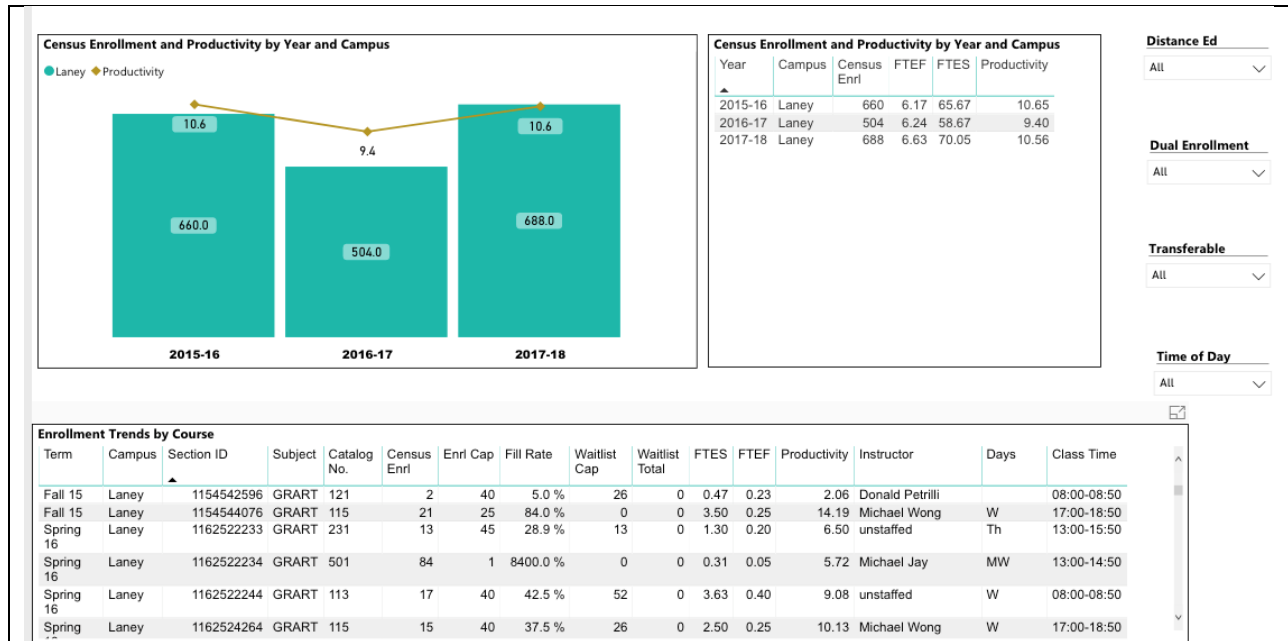


Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

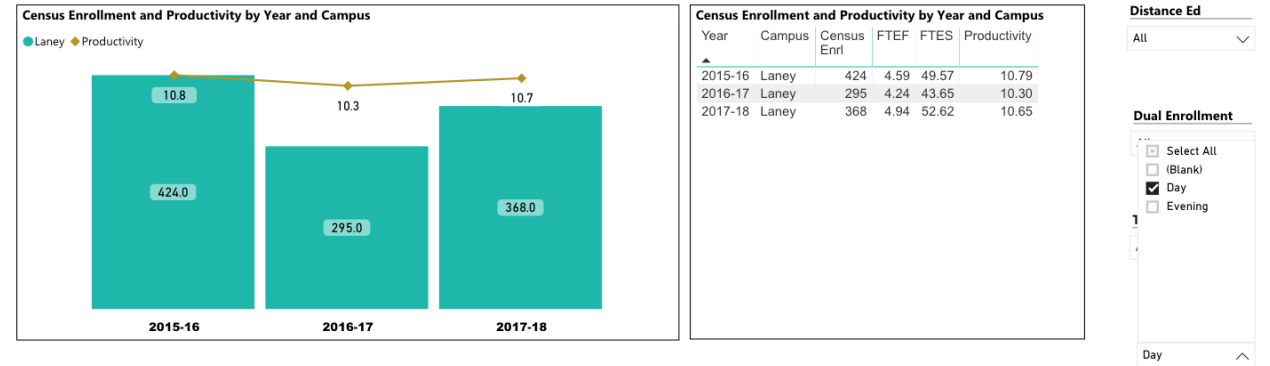
Set the filters above to your discipline, and discuss enrollment trends over the past three years

There has been a 1 percent increase from the 2015-16 year to the 2017-18 a drop in the 2016-17 year due to a paperwork issue. Productivity is 1% off yet FTES numbers have improved by 4.38.

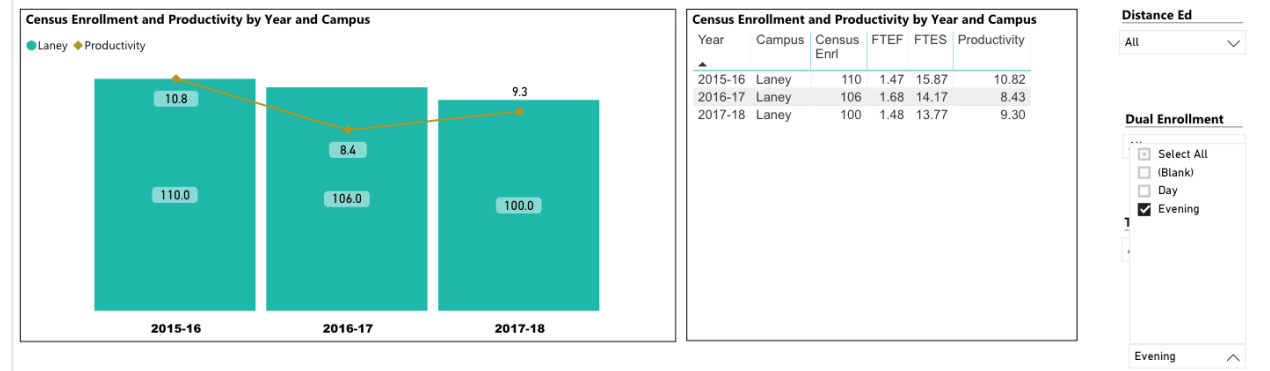


Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Daytime class difference from 2015-16 to 2017-18 FTES numbers have increased 3.05 and a .08 % decrease in Productivity.



Evening class difference from 2015-16 to 2017-18 FTES numbers have decreased 2.10 and a 1.16 % decrease in Productivity.



Are courses scheduled in a manner that meets student needs and demands? How do you know?

As illustrated in the filtered comparison between day and night classes, there is a higher majority of students during the daytime. Although most of the students are attending during the day, our need to support the evening students is needed for those students that work during the day and attend in the evenings, to enhance and upgrade your skills in their workplace or to further their education through degrees and certificates.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

- Provide videos accessible via the internet.
- Create additional projects that would accommodate more advanced students that need more stimulation.
- Create more interaction and engagement between students during lectures.
- Usage of current industry standard practices
- Most recently, building our Canvas courses to provide an online component to our on-campus courses.

How is technology used by the discipline, department?

Our department uses current industry standard software, the Adobe Creative Cloud: Acrobat, Animate, Dreamweaver, Illustrator, InDesign, Photoshop, Microsoft Office, Digicel Flipbook.
Browsers: Google Chrome, Mozilla Firefox, Microsoft Edge via Virtualbox with Windows 10 installed.

We have two labs equipped with iMac computers, and we have plans to rebuild our art lab - A152 and equip it with new computers. Ut computers and printers are old and need upgrading. We also have very old printing press equipment which needs to be removed.

Using SWF grant money, we were able to purchase digital drawing tablets, which are used in several of our classes. We have ordered more contemporary equipment which is in the process of being purchased and delivered.

We have purchased a PA system to amplify the instructors voice and to make it easier to students to hear during lectures and demos.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Our advisory board informs us of current trends and standards of the industry. Currently, we do not have hybrid nor Distance Education courses, but we are in the making of one, in the near future.

We use a Graphic Arts Server which allows our faculty members to share information with students instantly. We have digitized all syllabi, lectures and other handouts.

Several of our faculty members have uploaded their syllabi and other materials on Canvas.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

Typography, GRART 113 has been recently updated on 11/27/2018, and Typography (online) is in progress.

All active graphic arts courses are up to date. In 2016 we updated the textbooks and some of the descriptions. We added SLO to all Graphic arts courses and added them to all syllabi in the Graphic Arts program.

The Department Chair checked all active classes for inconsistencies and streamlined our existing classes by removing outdated and unnecessary prerequisites.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Graphic Arts curriculum is in a constant state of improvement as the department is dependent upon programs and are continually in a state of revision as new algorithms supplant older ones.

Currently we are working on adding new classes and certificates to our existing ones. We were very successful in creating a new certificate of achievement in Graphics in Motion. Tony Claar and Daniela Nikolaeva Pachtrapanska worked on the certificate for more than a year. We had numerous meetings with the curriculum specialists at Laney.

In 2017 we were able to successfully present it before the curriculum committee and CIPD, It was approved, and we are planning a campaign to advertise it to current and new students.

Michael Jay and Daniela Nikolaeva are working in a certificate in Design for Web and Mobile devices.

We are also working on a Package Design and Advanced Manufacturing certificate of Proficiency. John Hogan proposed a class in Package Design, and a study abroad class which are currently on curriQunet.

Institution	Department	Title	Type	Status	Reports
LAN	L - Graphic Arts	GRART 034 23456 SLO 3 Fall2017	Laney Assessment 1 - SLO Assessment	Active	
LAN	L - Graphic Arts	GRART 034 DanielaNik SLO1 Fall 2018	Laney Assessment 1 - SLO Assessment	In Review	
LAN	L - Graphic Arts	GRART 036 DanielaNik SLO 1 Fall 2018	Laney Assessment 1 - SLO Assessment	Draft	
LAN	L - Graphic Arts	GRART 036-4950b Evening Assessment Fall 2017	Laney Assessment 1 - SLO Assessment	Active	
LAN	L - Graphic Arts	GRART 112 HoganX Summer 2017	Laney Assessment 1 - SLO Assessment	Active	
LAN	L - Graphic Arts	GRART 113 HOGAN SLO 2 Fall2017	Laney Assessment 1 - SLO Assessment	Active	
LAN	L - Graphic Arts	GRART 114 Graphic Design Technology SLO 1 Fall 2017	Laney Assessment 1 - SLO Assessment	Draft	
LAN	L - Graphic Arts	GRART 114 Graphic Design Technology Sp2018 SLO 1	Laney Assessment 1 - SLO Assessment	In Review	
LAN	L - Graphic Arts	GRART 122 DanielaNik SLO 2 Fall 2018	Laney Assessment 1 - SLO Assessment	In Review	
LAN	L - Graphic Arts	GRART 123 Applied Graphic Design SLO 1 Fall 2017	Laney Assessment 1 - SLO Assessment	Draft	
LAN	L - Graphic Arts	GRART 150 tony clear SLO2 FALL 2017	Laney Assessment 1 - SLO Assessment	Active	
LAN	L - Graphic Arts	GRART 231 Intro to Graphic Design SLO 1. Fall 2017	Laney Assessment 1 - SLO Assessment	Active	

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

GRART	231	Students will demonstrate sequential graphic design development on a series of projects and exercises.
GRART	231	Students will apply appropriate components of the principles of design and the elements of art to a series of design projects and exercises.
GRART	231	Students will identify and apply correct type-usage.
GRART	034	Prepare artwork, illustrations, and page layout in a vector-based environment.
GRART	034	Demonstrate an awareness of computer/laser printer operations in manipulating the graphics software.
GRART	034	Exhibit an understanding of the utilization of time-appropriate methodologies in producing print ready files.
GRART	042	Prepare artwork, illustrations and photographs, analog and digital, and website layout and design in html browser based environment.
GRART	042	Produce digital artwork to demonstrate an awareness of web design construction manipulating the html web design software.
GRART	042	Exhibit an understanding of the utilization of time appropriate methodologies in producing website ready files.
GRART	043	Describe animation graphics for web pages.
GRART	043	Produce animation graphics for the world wide web.
GRART	043	Implement graphic design principles, emphasizing

		animation graphics in the creation of electronically displayed pages.
GRART	032	Utilize a basic computer workstation to build print ready page layout files
GRART	032	Create various typical desktop publishing documents such as: price lists, menus, newsletters, advertisements, multipage documents, brochures, etc.
GRART	032	Use Adobe InDesign page layout software in an organized file building process
GRART	032	Demonstrate the use of advanced features of Adobe InDesign such as master pages, paragraph attributes, style sheets, text box modifications, bezier lines and shapes, etc.
GRART	032	Describe image issues such as resolution, continuous tone image reproduction, line graphics image reproduction, file formats and output requirements
GRART	150	Draw simple lines, forms, objects, and characters for animation and explain solid construction, proportion, volume, and expression.
GRART	150	Plan and draw animation of forms, characters, and special effects using traditional and computer software tools.
GRART	150	Plan and capture video and stop-motion animation of clay, puppets, objects, and humans (pixalation).
GRART	111	Describe a graphic design element, principle and technique
GRART	111	Apply the elements, principles and techniques to graphic design solutions

GRART	111	Use basic computer skills to create graphic design elements, implement graphic design principles and develop graphic imaging techniques
GRART	111	Manage graphic design elements and principles to create effective graphic designs
GRART	115	Use various website development strategies.
GRART	115	Plan and create a visually appealing website incorporating graphic images and text.
GRART	115	Apply color in the web environment.
GRART	115	Employ sound, video, animation, and java applets into a multimedia website.
GRART	037	•Create photographic artwork using the Adobe Photoshop program to adjust exposure and contrast and color correct.
GRART	037	Prepare digital photographs, analog and digital, to digital ink jet printers.
GRART	035	Exhibit the impact of electronic imaging on graphic images.
GRART	035	Prepare digital artwork, illustrations, etc. for importing to page layout software.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Only the time it takes a student to truly understand the nature of type and how it functions for the user, a period of learning that is longer than the typical class.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

All Graphic Arts courses were assessed prior to CurricuNet Meta. After the assessment was outputted into CurricuMeta we started reassessing all courses. Currently all active classes have at least one SLO assessed. The most current assessment was conducted in the fall of 2018. All Graphic Arts faculty members are in the process of assessing their courses. PLOs have been assessed previously but upon recommendation of the assessment coordinators we plan to modify them and reassess them to match them better with our courses SLOs

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department worked well together on inputting SLO assessment in all syllabi and updating them on CurricuMeta. The Department chair organized several SLO training meetings with the Graphic Arts faculty members and the Assessment coordinators Heather and Rebecca.

Before CurricuNet assessment we circulated an Excell sheet with all SLO assessment. This information was distributed to all Graphic Arts faculty members. At every department meeting we discuss the need to assess our courses and create a plan to do so. The department chair regularly sends reminders about the SLO assessment at the end and at the beginning of each semester.

Our goal is to have all SLO assessment up to date each year. The majority of the faculty members have attended the training sessions, yet some of them were still not clear how to do assessment online. Our goal is to have 100% of our SLO assessed. We need to work better together in order to develop the knowledge base of the students.

Collaboration

One of our faculty members believes that Collaboration between departments, such as art or history would benefit the student helping him/her better understand how things are interconnected in business and life.

We are discussing the opportunities of collaborating with other departments such as Photo, Media and Journalism.

Collaboration among most faculty members within the Graphic Arts department is very good. 90% of the faculty members are very supportive of Department Chair's efforts. We worked together as a team on

many projects and events. We lead Spring workshops and organized together the Graphic Arts Showcase. We all help collect the student data at the beginning of the semester and help promote our classes by creating and distributing flyers about our classes.

Leadership Roles

Leadership roles can best be structured by both a transparency of action as well as the sharing of information relating to the department.

The Department chair

Planning Process

The Department is involved with planning and developing both certificate and full AA programs in Graphics in Motion, Package Design and Advanced Manufacturing, Mobile Apps and Contemporary Technologies, Augmented and Mixed Reality.

Dept meetings for Collaboration

Department meetings at the beginning the semester and at key points during the semester are very important. Emailing back and forth could suffice during the semester but is one of the lowest forms of communication.

Collaboration in person during department meetings very effective when all or most faculty members attend. Skype, and google hangouts could be added to include faculty members who are unable to physically attend, but unfortunately, they are not as effective as face-to-face meetings.

Data Analysis

The ideal would be contact with students who have matriculated from the program and moved into the real world. Unfortunately, we don't have the tools and resources to set this up. In other colleges Career Services and data analysts fulfil this role.

[*\(End of John Hogan's pages \)*](#)

(Carole R. Brown will complete pages 7-9)

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The assessments provide excellent benchmarks for comparing how well the learning objectives are achieved for each of the Graphic Arts course. Instructors make different adjustments to their instructions to improve the learning objectives – thus, resulting in better student learning. For example, the sequence of assignments may be changed, the learning objective may be repeated and the opportunity for revisions may be required – and not just permitted. The results with these adjustments would result in improved SLOs.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No. We assess only the Graphic Arts courses and program.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes. We participate in ILOs. Our instructional outcomes are listed on most of our class syllabi.

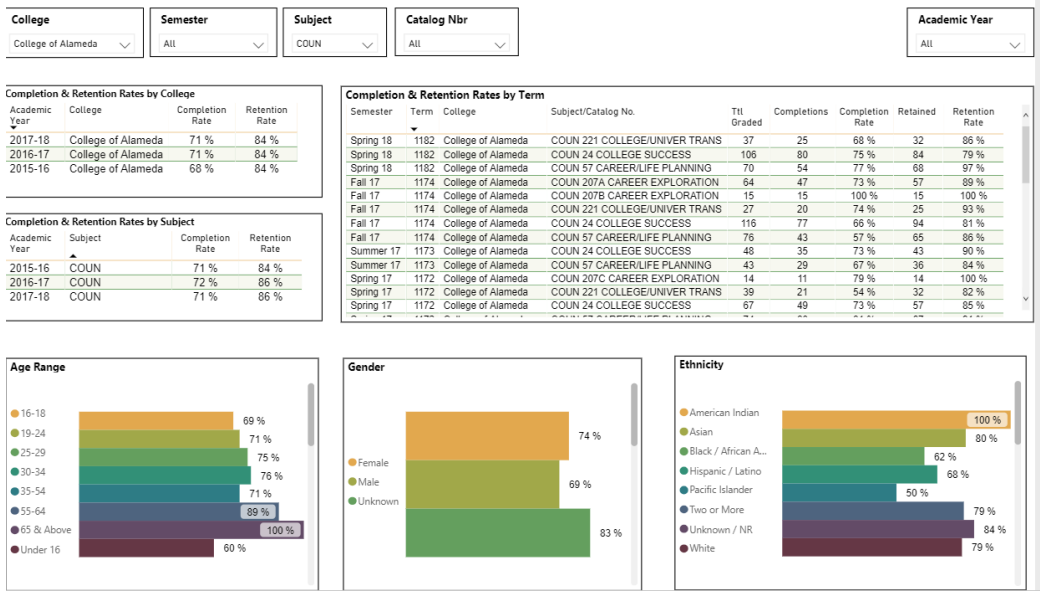
What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Recently, the Assessment of Outcomes platform was relaunched which lost many of the previous assessments. However, the new platform has a very detailed system of documenting the data and so, going forward, faculty will be better able to evaluate the SLOs successes. Faculty members who have been at the school for over 4 years are very well versed in completing the Assessment Form. However, newer faculty would appreciate ongoing training.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Graphic Arts Department at Laney College offers classes in graphic design, web design, typography, animation and other forms of digital arts.
Our mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Age Range			
Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	1	1	100 %
16-18	4	4	100 %
19-24	65	42	65 %
25-29	50	32	64 %
30-34	36	32	89 %
35-54	45	34	76 %
55-64	3	3	100 %
65 & Above	6	6	100 %

Ethnicity

Ethnicity			
Ethnicity	Ttl Graded	Completions	Completion Rate
Asian	51	42	82 %
Black / African American	29	15	52 %
Hispanic / Latino	57	43	75 %
Pacific Islander	1	1	100 %
Two or More	12	10	83 %
Unknown / NR	15	12	80 %
White	45	31	69 %

Gender

Gender			
Gender	Ttl Graded	Completions	Completion Rate
Female	97	72	74 %
Male	106	78	74 %
Unknown	7	4	57 %

Foster Youth Status

No Record

Disability Status

2017-2018
67%

Low Income Status

2017-2018
76%

Veteran Status

0

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

All classes are Face-to-Face
140 students / 73% completion rate

Hybrid

No Courses Offered

(End of Carole R. Brown's pages)

(Michael Wong will complete pages 10-11)

100% Online

No data.

Dual Enrollment

No data

Day time

Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	DAY	165	74 %
2016-17	DAY	159	68 %
2015-16	DAY	177	66 %

Evening

Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	EVENING	157	66 %
2016-17	EVENING	141	56 %
2015-16	EVENING	109	43 %

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Completion & Retention Rates by College				Completion & Retention Rates by Subject			
Academic Year	College	Completion Rate	Retention Rate	Academic Year	Subject	Completion Rate	Retention Rate
2017-18	Laney College	72 %	84 %	2017-18	GRART	71 %	81 %
2016-17	Laney College	71 %	82 %	2016-17	GRART	63 %	70 %
2015-16	Laney College	70 %	83 %	2015-16	GRART	59 %	78 %

How do the department's Hybrid course completion rates compare to the college course completion standard?

No hybrid courses offered

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

No distance Education course offered.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The program completion rate is lower than the institution's average by an average of 6.6667% during this time frame.

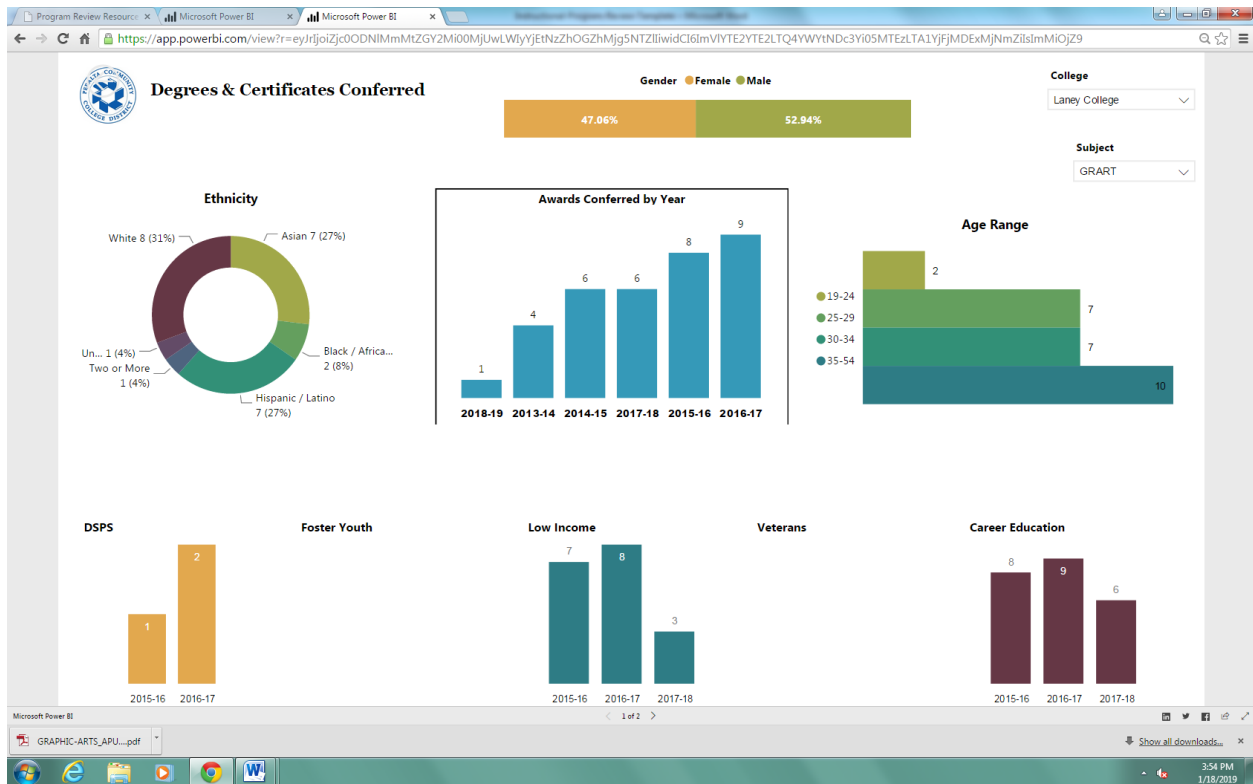
What has the discipline, department, or program done to improve course completion and retention rates?

Facility improvements including installation of smart classroom technology
Exploring the creation of web certificate and certificate of proficiency
Greater usage of Teaching Assistants to improve student retention
Build and maintain an online presence to reach out to students.
We have created a Graphic Arts Facebook Page, a twitter account and an Instagram page.
We have created a questionnaire and data gathering tools such as Google forms to collect data from our students.

(End of Michael Wong's pages)

(Tony Claar will complete pages 12-13)

Degrees & Certificates Conferred



[Degrees & Certificates Power BI dashboard](#)

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Apparently, the approach has been broadly advertised to a very diverse ethnic community base. For example, Asian students made up 28.4 % of the degrees & certificates conferred. Also, black/African American students made up 21.9%, then Hispanic made up 21.6% and “whites”, or the more accurate representational title would be “Caucasians” or “European Americans” made up 16.5 % of the total. Just these 4 groups of people comprised about 90% of the conferred student: a high number of diversity! Numbers of degrees went from 3165 to 3596 and then 3925 in 3 years, 2015 to 2018.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes. The trend has been a steady increase in the number of degrees already since 2013. At that time the amount was 2413, increasing in just 5 years up to 3925! This is not too far from doubling the participants in the program!

We just added a new certificate – Graphic in Motion to our program and we are currently working on developing 4 others.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The increase in certificate numbers corresponds to transfer students coming into our system from a broad range of subjects, such as Anthropology, Art History, to Communication studies, Economics, and English, political science, and Psychology, to name a few. Also, the age range is from 19-22 up to 65 & above! This implies targeting early college year students to those already in retirement! Females add up to about 61.5 % and males add up to about 36%.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Departmental activities have included applying for and writing grants to bolster enrollment & participation in the college's programs by funding Open Houses and Workshops for the public and for high school students. Presentations include inviting industry professionals to speak to students such as Oakland Digital speaking to the Graphic Arts Dept. students. Committees such as the curriculum committee encourage participation by faculty & learning of their process of imputing & editing content in CuricuNet Meta.

The Department Chair serves on several college-wide committees – The CTE committee, The Strong workforce committee, the technology committee. She also served on the curriculum committee for 3 years and chaired the cirricuPay committee.

Other faculty members have expressed an interested in attending committee meetings and serving on committees relevant to our program.,

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Individual teachers have outreached into the community to find industries that may allow field trips to visit their offices and studios. An example would be an animation teacher contacting Pixar Animation Studio to attempt securing a studio tour and possible internships for young animators eager to learn professional methods and artistic approaches.

We partner with Oakland Digital, a local non-profit organization, with ties to Google, LinkedIn, Golden State Warriors and other prestigious organizations, as well as the Oakland Mayor's office. We also partner with Autumn Press, a printing press company who print many of Laney College's advertising materials.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are alerted by department chairs as to when & where these meetings occur, as well as administrative staff sending emails alerting adjunct faculty, as well. The meetings have easy accessibility, being right on campus in the Laney Tower, and they are held at reasonable times of the day and weeks.

(end of Tony Claar's pages)

(Daniela Nikolaeva will complete pages 14-16)

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker	Computer Lab Assistant We need a person who can fix equipment and software issues and manage the inventory	8900	0	8900

Personnel: Part Time Faculty	Part-time graphic arts instructor	TBD		
Personnel: Full Time Faculty	As we develop new certificate and degrees, we will need another fulltime faculty member. There used to be two full-time faculty members in the Graphic Arts Dept. Currently there is only one.	TBD		

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Taking classes to keep current in the industry. Taking classes to learn how to develop instructional materials for our students Attending professional conferences Inviting guest speakers and industry professionals Adobe CC access for all faculty members	2000
Professional Development: Personal/Individual PD needed	Taking new classes Attending workshops Completing online classes and obtaining certificates Assess to Lynda.com or similar training site for all Faculty members	1800

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Purchasing licensees and new software. TV Paint, Sketch up, others. Purchasing iPads and other	2000

	electronic devices. We need light tables for the animation students. We need an overall upgrade of our computers which a more than 5 years and soon would not be able to run the latest software. We need to gain access to A152 and to move our animation equipment there as well as building the computer lab.	
Supplies: Books, Magazines, and/or Periodicals	Textbook and eBooks for our classes. Professional magazines Archival DVDs and videos	1000
Supplies: Instructional Supplies	Funds to create digital video tutorials	2000
Supplies: Non-Instructional Supplies	Office supplies for our classrooms Printing supplies Art supplies, paper, frames, etc. Promotional materials	5000
Supplies: Library Collections	No data	

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	iMac desktop computers, iPads, light tables, printer copier, color printer	25000
Technology & Equipment: Replacement	Replace old color printer with a new one. Replace old computers with new ones	6000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Need to rebuild our art lab and modify and equip it with new tables computers and storage areas.	40000
Facilities: Offices	We need to gain access to A152, and build office spaces for our part-time faculty members	1500
Facilities: Labs	Need to build an animation lab and a computer lab in room 152. With 4 new certificates in the way we need to regain access to our room and equip them to fit the need of our students and faculty members. In a year or two we'd need to purchase 26 new computers for A152	12000
Facilities: Other	Storage rooms for equipment and art supplies. Need to purchase color printers and copiers	6000

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	No data	
Library: Library collections	No data	

Resource Category	Description/Justification	Total Estimated Cost
OTHER		

