

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: **Design**

Division Name: **CTE**

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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The GWC Design program was the first of its kind in California. We started teaching our broad based Design program foundation classes in January of 2004. This was all before the local Orange County Ai Design College existed or IVC's design program existed or the CSULB BA Design program which started around 2010 and has now grown to be the largest of all of their Design programs. This has all proved that we had the right idea from the beginning, despite when others had thought that we should have specialized in Industrial Design or another specific design major. Our idea of developing a low cost community college, creative Design hub in southern California was spot on. We started developing a Pier 9, Tech Shop, Urban workshop studio facility long before even they existed. While we were in the Autobody facility our studio was one of the best. We had a full machine shop with 4 mills and 5 lathes. We had full welding capability; gas, mig, tig and arc. We had injection molding, a full size CNC router, a full size Laser for most of a semester and we had Vacuum Forming. There was plenty of shop space, high tech equipment and professional spray booths and so much more. We have now left that facility and have been without most of the equipment that had set us apart from the others for the spring 2016 semester.

The GWC Design programs course of study includes the (1) fundamental artistry, (2) digital and software skills and (3) technical industrial processes including; industrial materials, model making, RPT, CNC and building skills that are typically found in all of the professional Design fields. Most of these classes articulate into other Design programs. Design careers require a broad knowledge base and highly technical skill sets. It is very challenging to develop high levels of skill sets in all three areas. As high level art skills do not always go hand in hand with high level software or technical skills. Operating studio industrial machinery and welding skills are typically gender biased. Yet designers are expected to do it and know it all. This is why they are often described as the Gold collar work force. The GWC Design program emphasis is placed on design theory, ideation, universal design principles, 2D and 3D visualization, artistry, hands on model making, CAD, perspective and rendering, rapid visualization techniques, rapid prototyping, career options in design, materials and technical processes and portfolio development.

Program completion prepares the student for employment as entry-level designers. Many students have found work from the skills they have learned from individual course completion and even partial completion.

Our Design students transfer and articulate to other Design and related programs. We transfer the most students to CSULB's BS Industrial Design program, BFA Interior/Architectural program and the BA Design Program. Our students have also transferred to Art Center, Otis, Cal Arts, CSU San Jose, Arizona State, CCA, University of Washington, CSUF, CSUDH, Ai, Parsons, CCA, Academy of Arts University, FIDM, Southern California Institute of Architecture

and UC Davis. We have a student with his master's degree from College of Creative Studies in Detroit Michigan.

Many of our graduates get immediate jobs, many students have gone straight to work from our program. Many are working two jobs and still going to school. Some have led successful independent careers as designers. Others have gone to work for businesses and private clients. Most design internships go to junior and senior level designers at the CSU level. We are successful getting students internships at the freshman and sophomore levels.

Some students have started their own successful startup businesses through Kickstarter and indiegogo based on their own designs and innovations.

Outreach, campus and community: Thousands of hours of outreach every semester.

Design show at the end of every semester.

4th of July, Halloween, senior preview day, business partnerships, councilor breakfast, science night, public and private tours, community education design classes, careers in design.

Competitions

We are active in participation and collaboration with CSULB, Art Center, Ai and Otis. Design student events, Shows, Lecture series and Competitions.

Currently the GWC program only offers 7 class sections per fall semester and 9 sections in the spring semester. We just moved out of a facility where we had 31 class seats. Now we have been relocated to a class where we have a 25 seat capacity. We have one full time faculty and one spring part time faculty. We typically teach two courses at once. Just at the end of this semester are we finally getting some long overdue in class student assistant tech support.

College's mission (check all that apply)

Basic Skills

Career Technical Education

Transfer

Offer Degrees/Certificates

College goals(check all that apply):

Institutional Mission & Effectiveness

Instructional Programs

Student Support Services

Library and Learning Support Services

Student Engagement

Student Equity

Human Resources

Facilities & Campus Environment

Technology

Fiscal Resources

Planning Processes

District Collaboration

- x Community Relations
- x Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

Our program has been very influential on campus. Over the years we have contributed in countless ways. We have had a GWC student body president from our program to regular inspirational tours of our gallery. Our community outreach is known all over southern California. Our Design program is recognized as a leader in southern California.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

We must keep up our curriculum standards as we are articulating, transferring and teaching CSU and UC level courses.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Articulation:

The program is now articulating to CSU San Jose and CSULB's BA Design Degree. We have had continued growth in student transfers.

Computers:

We had the worst computers on campus. We are in the midst of finally getting the computers and software capabilities that we have been requesting for over a decade. It was too late to impact the spring 2016 classes, but I look forward to what we can do in the future once it is finally all set up and running properly. Students can already realize where this part of the program is going.

3D studio capability and equipment:

We had built one of the finest Design studios around. We had a 4mill and 5 lathe machine prototype shop. There was full welding and sheet metal capability. Injection mold and vacuum form equipment. We have lost all of this training and skill capability. With the move out of the Autobody facility, our 3D studio capability has been severely compromised. It is my hope that the campus is finally embracing creating the pier 9/ Tech Shop Design Studio concept for the campus. Having it staffed and operational will get students immediate work. Industry is begging for people with the knowledge and skills.

Some may think that it is an expensive proposition, and it is to some degree, but if you compare it to some majors like OCC's manufacturing technology or welding labs, we can do a lot more with a lot less equipment and capital expense per student. Mathematically we are going to generate more wealth of the nature of the American dream than the other programs. Most skill programs train skills that produce hourly wage workers, we do to. But we produce more innovation, design and successful entrepreneurs than the others. The fact of the matter is the our country needs Design and Design's skills in the High Schools and colleges nationwide 'yesterday' to replace the workforce going out the door today.

GWC design students have had successful business startups. They have started their own successful startup businesses independently or used Kickstarter or indiegogo for crowd funding their own designs and innovations.

Some design students dropped out this semester because of the demand for their work which they created from what they learned from our CAD RPT training in our program. This will only extrapolate from what we are doing know if we ever get settled down in a Design studio maker space, pier 9 environment. It is well documented how much wealth, money, taxes and startups have been created from Tech Shop and other similar private organizations. It is happening here as well. It has always been my goal to bring this to GWC and provide a low cost environment where students can get the skills and training to be a success if they have the interest and desire.

Faculty, the advisory board and students have proven that it works here at the community college level too. We were the first and we have let many others get ahead of us now. My frustration has been waiting for it all to come together from the campus end. This seems endless; we have been waiting for over a decade for the basics. The move back to the Tech Center should not have sacrificed a semester of equipment and training.

Competitions, Shows, Community Outreach, Consultations, Demonstrations, Tours and Exhibits: Whenever I can get students to enter and compete we usually do well. Today our student won **first place \$250.00** in the first GWC Shark Tank entrepreneurial competition.

In May of 2014 Tony Nobles gave out about \$5,000 in student scholarships. It took most of the summer to distribute the 10 checks to the students. He was so excited by our industry partnership designs that he announced that he would give \$3,000 per teaching session if we offered on going Community Education Design classes to boost exposure and enrollments. This included winter session and summer. Since then there have been 8 sessions that we have missed. We would have had \$24,000 in student scholarships and program funds by now. What a difference that would have made for our students.

Nontraditional demographic students, ESL, EOPS, students with learning disabilities and extremely low income continue to enroll in our program. Many have done very well.

In 2009 we were titled the "District Showcase Program" and nothing has changed. We have continually exhibited and contributed to the community every semester since we started in 2004.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

The GWC Design program is doing well on all fronts, both with job placement, job upgrades and promotions and transfer student, then placement. Many of our students go right to work or get internships. Some have gone to work on their own. We have no staff for any of this. We get the usual: calls, referrals, students find work and students get hired from our shows. Some students get so much work they have to quit school. I think we should expand our 3D studio shop and equipment. It is here where the training is most needed and students make the most income. We were the first Design program. I think we should have the best equipped and largest studio of them all. We should have the newest technologies and a couple of lab techs in the program to take care of it all and help with the specialized training. It is a failure that after 12 years our program does not have an appropriate Design studio. It is wrong that a design program like IVC outclasses us in high tech equipment, such as the 4 Haas CNC machines.

Up until now we have held our own when it comes to other design programs. We have worked twice as hard to keep the program open access; we had an amazing studio and gallery. Most people that witnessed what we had would agree that we had a successful Design program with great results. Now that we have moved back to the Tech Center and after 10 weeks the Fine Arts sculpture studio, this is all up in the air. Anyone who thinks you can have a Design program in today's world with just a laser, 3D printers and a wood shop, is totally out of touch with reality.

Competition with other programs is usually to our benefit.

We need to immediately expand our offerings, whether through repeatability of our classes or develop new classes. We need to immediately approve and offer community education design courses for each of the 4 annual class sessions. Some of these should be 4 hour workshops on a topic like licensing agreements, other classes should be more extensive offering the community open access to our program. This should also start our income flow for design student scholarship money.

We should revamp our web site and marketing strategy and information.

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

Core indicator 1: Technical Skill Attainment

The Design program has met the goal for Core Indicator 1 of having 97.1% of program students achieve a GPA of 2.0 or higher every year for the last three years. The program has managed to achieve relatively high success rates among its students. The practice of volunteering time, equipment and supplies has led to such high standards. This is not repeatable or sustainable though. It is imperative that the college invest into the program with both equipment and lab assistance to take care of the studio areas not covered by the faculty. The fact that some of the statistics are blended with the drafting program because of the shared tops code may actually reduce the design programs success rates.

Core indicator 2: Completions, Certificates, Degrees and Transfer Ready

The Design program has met the goal for Core indicator 2 of having 82% of the program students earn a certificate or degree at GWC or successfully completing 60 UC/CSU transferable units in one of the last three years. While success and persistence rates are relatively high in the program, the overall completion/transfer rate was 91%.

Core indicator 3: Persistence in Higher Education

The Design program has met the goal for Core indicator 3 of having 86% of program student persisting in higher education (after earning at least 12 credits) every year for the past three years. Regular interaction including assistance with portfolio development has help to keep persistence high with an 88% success rate.

Core indicator 4: Employment Rate

The Design program has not met the goal for Core indicator 4 of having 81% of program student completers (those who did not transfer to another institution) in paid employment or an apprenticeship program or internship position. Our % is only 50% but it does not account for non-paid internships. This is another area that our affiliation with drafting statistics may have diluted our statistics. A lot of our focus is on transfer and articulation as well. This does not show the students who have begun to start their own businesses and startups.

Core indicator 5a: Non-Traditional Student Participation Rate

The Design program has met the goal for Core indicator 5 of having a 22.6% participation rate for students in non-traditional field. Our rate was 27.54%. We have a strong non-traditional participation rate for a variety of Design fields.

Core indicator 5b: Non-Traditional Student Completion Rate

The Design program has met the goal for Core indicator 5b of having 27.5% of having a completion rate for students in non-traditional fields, our percentage was 35.14%. This is a good indicator of the persistence that our students have and the success from giving them the extra time that they need to feel confident and stick to a very challenging major.

As one may suspect, the difficulty in training nontraditional demographic students, ESL, EOPS, students with disabilities, students with learning disabilities and students with extremely disadvantaged and low income is very challenging. Frankly there needs to be more staff, especially with regard to the 3D classes and high tech classes. As an instructor, I have had to volunteer double time and more to get it all done. It is unsustainable.

This is the semester when we are finally getting some student assistant help. They have been volunteering for more than 15 weeks and now finally getting officially approved.

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

The Advisory Council has been consistent in their requests for the last 12 years.

- 1) Finally we are in the process of getting decent computers and the software that has been requested for all of these years.
- 2) To get our community Education class requests approved. Without approval, our marketing, outreach, student needs and enrollment growth are stifled. It also denies students scholarship money and the competition (program growth, quality and improvement) for the scholarship money.
- 3) To replace faculty equipment and secure a new 3D studio complex that will house it all.
- 4) To get more high tech equipment.
- 5) To get staff aids.
- 6) To get our second Design Portfolio certificate approved.
- 7) To get more classes articulated
- 8) To get the Design AA degree approved.
- 9) To bring back the two airbrush classes for the Design program advanced certificate.
- 10) To develop a day program with day class offerings.
- 11) Continue with staffed open studio lab time.

SWOT ANALYSIS

Strengths:

- What does your program do well?
 - 1) We offer a program and classes that can get the economically disadvantaged, ESL, EOPS, students with handicaps and disabilities viable work and good paying jobs and careers. Normal students are challenged and do well in the program as well.
 - 2) We transfer students that would have never considered a four year degree or the employment opportunities that go with it.
 - 3) We have volunteered the manpower, money, equipment and resources to make this happen.

- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
 - 1) CSULB faculty have said "we wish all of our students started at GWC first"
 - 2) Employers come to our Design show and hire our students.
 - 3) The students loved our old facilities and what we had to work with.

- 4) Many students have started their own business from the training that they gained in our program.
- 5) Many transfer students enjoyed coming back to work in our facility.
- 6) Many graduates have given back to the program.

Weaknesses:

- In what areas does your program need to improve?

- 1) We need to replace faculty equipment with new equipment and secure a new 3D studio complex that will house it all and more. We should have the finest Design facility in southern California.
- 2) The same goes for the high tech equipment. We should have the latest and greatest high tech studio equipment as well. Large format laser, CNC's, water jet, multi material 3D printers including metal, vacuum form and more.
- 3) We need an ongoing commitment for high tech lab aids. I think 40 hours a week is appropriate. One for 3D and one for High Tech. It should expand with day offerings as well. We should not have to volunteer so many hours.
- 4) We are not offering year round courses.
- 5) We need to hire someone to get the AA degree done. So that the world knows that not only did we start it here, but that we were the first to get the degree here in the state. SMC is offering a BA degree in Interactive Design. It is so frustrating that we were the first and yet everywhere you look there is a design program starting up and after 12 years we are back where we started with no minimal studio equipment in operation.
- 6) We could be competing nationally, as we have before. We could also be offering NIMS certifications etc.

- What are your program's immediate needs?

Get back to where we were before the move to the Tech Center. The new facility should have been waiting for us. It should have been seamless. Now we have about one fifth of the equipment and capability that we had 12 weeks ago. We need to replace the equipment that we lost; Lathes, mills, injection molding machine, welding, sheet metal etc. We need new high tech equipment too and a place to put it and the electrical for it.

- What limitations or barriers is your program experiencing?

Management indecision and constantly changing the plan and the excruciating wait to get anything done. As a result, this semesters students have been severely short changed in their training compared to previous semesters, to the point that they should be given the opportunity to retake the classes.

Opportunities

- What opportunities exist for your program?

Endless, design is growing all around us, faster than probably every other major. We have fallen behind with this move. With all that we have done, GWC should own Design in southern California. If SMC can offer a BA, why can't we finish our AA in design and work toward a BA in Design as well.

- What trends are happening in the field or subject area that may allow your program to expand?

Everywhere you turn; it is Design, Design, Design. Look how many Design businesses, schools, television programs eg. the (Shark Tank) The Create Channel shows PBS 58.3, the Kickstarters on the Web, Most Design books, or how the economy is. Investors want to invest in the latest designs and tech because it offers much higher potential than bank interest rates. All of these things did not exist when I proposed the Design program in 2002. Look at the success of our students. We had a graduate of our program killed by a drunk driver on Thursday who was working at Volvo and teaching at Art Center college of Design. It is such a tragedy, he served on our Advisory Board, he guest lectured, he was a veteran, he transferred to Art Center and got his BA in Transportation Design and he leaves behind his family and his brother is our Advisory Board Chairman. He also worked at Honda and Porsche as well. We have another student finishing his master's degree in Design at CCS in Detroit. We have only been around for 12 years and these are just two of our success stories!

- What external funding opportunities are available for your program?

I know we have lost private donations because we did not offer Community Education classes. In the past I have been told that I ask for too much money. It sounds like we might be getting some now, we got some of the computers and software. It is just taking so long.

- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

More than I have time for. We already have multiple partners that I have a hard time keeping up with. It is a full time job and fully staffed at some colleges. Yes we could partner with endless more industry partnerships. We should collaborate more with High Schools and Junior High Schools and more colleges and Universities. I think we should articulate to SMC and UC Davis immediately. I think our students should be bused to CSULB for the weekly Thursday evening Duncan Anderson lecture series. I think that if we can get a day class we will get

more activity from our AS Student Design Association club and it should interact more with CSULB's DSA club. Currently this is happening more and more on Facebook.

Threats/Challenges

- What challenges exist for your program?

Getting what we need to move forward. Our program was never funded and set up properly. That is facilities, equipment and staff.

- What budgetary constraints is your program facing?

We have always had the worst budgetary constraints. We still have not got some material orders from December. We have had the worst computers, old software and faculty for use donated equipment to build up our shop. In 12 years we have only been funded two times. There is talk that we are going to get funded a good deal of equipment this year, we will see, and we will see how long will it take to get the space to put it and the equipment operational.

- What kind of competitive disadvantages is your program facing?

There has never been enough to go around for everyone, especially our program. The schools have been starved for more than a decade. I was told that there was not going to be any money for equipment for my program in 2003. I was told to get donated equipment and bring it in. When I did there was no money to hook it up and they said the place that they allocated to put it was not appropriate. This has continued to this day. But, we finally have a new Dean who is working to get us the facility, equipment, staff support and industry commitments that we need.

- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

The only challenges that I am aware of are the State requirements for getting the AA Design degree. I think this should be a paid task.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
<i>(example ENGL 225)</i>	<i>October 2017</i>	
DSGN 101	October 2016	Wight
DSGN 131	October 2016	Wight
DSGN 132	October 2016	Wight
DSGN 105	March 2017	Wight
DSGN 150	March 2017	Wight
DSGN 154	March 2017	Wight
DSGN 170	October 2017	Wight
DSGN 232	October 2017	Wight
DSGN 250	October 2017	Wight

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Enter text here.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
<i>(example 1: COMM 225/PEACE 225)</i>	<i>May 2015</i>	<i>Maintain dual-listing</i>
<i>(example 2: SOCSG133/SOCG133)</i>	<i>November 2015</i>	<i>Retire SOCS G133</i>
Enter text here.	Enter text here.	Enter text here.

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
<i>ex. FARM 300</i>	<i>Add</i>
DSGN Air Brush	add
DSGN Air Brush Advanced	add
DSGN 3D Studio lab/RPT	add

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

Proposals revolve around getting facilities, computers, software, equipment, supply money, fee money, classes and staff support for the classes. Basically, establishing the foundational facility, funding and provisions for the program, that should have been made more than 12 years ago.

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- How does your student population compare to GWC's general student population?
I have greater numbers in most all categories
- Based on the trend that you're seeing, what type of adjustments would you make to your program?

Everything that I provided for the program, for the most part, has been dismantled. The numbers are growing; we are getting students qualified for jobs, promotions and entrepreneurial startups, internships and transfer opportunities. We are one of the few that do all these on campus. We have been donating the time and equipment to make it happen. It is time the campus to take responsibility and provide what is needed to do it right.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The factors are our reputation, successes and word of mouth. Also, the popular creative interest and exposure of Design and it's entrepreneurial opportunities. It is the essence of the American dream.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

Offer the 3 more that I have listed. Have our adjunct faculty teaching every semester.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

We are very well enrolled especially in students per instructor section, since we are mostly teaching two courses at once.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Students with ESL and economically challenged students have the most difficulty.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

We have always done the best that we could in providing the equipment and materials to train with. But they need the basic food, shelter and transportation that the school does not directly provide. There physical infrastructure is very fragile and it is hard to compete with others students. I have paid for shelter and bought food for hungry students. I have transported students as well. But the supplies and materials needed for class can be daunting and prohibitively expensive. It would help if we got a regular supply money budget and our materials orders taken care of in a timely fashion. I hope we

continue to get the equipment, staff and studio that is being discussed. It will make all of the difference.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

I try to have the graduation forms in class. I think a better effort should be made in communicating the application deadline. With absences what they are some students miss out on the date. It is also frustrating to me that students transfer early without graduating, also, when they drop out half way through the semester because they got a job.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

Enter text here. NA

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

I have been teaching 7 sections in 4 courses per semester. Robb teaches two classes in one course every spring. We should expand our offering so that Robb has a consistent offering every semester. This will unify our program and help the students in amazing ways. It cannot all be from just me.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

I think that the program could easily grow to two full time faculty. We are probably the only college level design program that articulates all of CSU level classes that we do, with a single full time instructor.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

Become the most affordable and best Design program in southern California. Have the best facility and equipment. Have open entry program and provide creative extracurricular community education classes and workshops. See the Design AA degree

and Design Portfolio Certificate become a reality. Realize the Pier 9 creative center concept that generates tomorrow's ideas today for entrepreneurial wealth in our community.

- What areas does your program plan to improve?

After 12 years, establish and build the program from the bottom up

- What specific actions will you take to improve upon those areas?

Design the best facility possible given the space, equipment, funding and resources available. Also include the academic additions: courses/ classes/ certificate/ day offering/ Community Ed workshops/ and the AA request to balance out and promote the program.

- How will you assess whether your program has accomplished those goals?

Once the academic additions are in place and the space, equipment, funding and resources are finally provided after 12 years, it will only take one semester to immediately see the changes successes and growth. We will be able to see enrollment and success growth in our VTEA core indicators.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

1) We need 40 hours/week total of student aid in the 3D studio and RPT area for open access. 8 hours more if we have a day class.

2) Robb should be hired for the fall semester as well. He could teach the air brush classes and portfolio or a 3D open studio class and portfolio for example.

3) Proper facilities need to be provided.

4) New foundational equipment, high tech equipment, tools and supplies need to be provided.