This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to you Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

> Graphics; Business/Technology

2. List the names of everyone who participated in developing this annual update.

> Ed Seubert, Patti Appel

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

> We are currently in the midst of the PIV process; I believe this would qualify under the "key challenges" category. We have received input from the PIV committee and from our industry experts and are implementing major changes in the program. Our goals include--but are not limited to--increasing enrollment, updating curriculum, increasing articulation, increasing high school outreach, creating short term certificate programs and cutting costs.

4. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reason.

> Goals met:
> 1) Converted the program back to semester-length classes
> 2) Finished revisions and launched department web site showcasing student work and our program
> 3) Wrote new material to cover curriculum revisions of previous year
> 4) Performed SLO assessments at program level
> 5) Finished online survey course
> Goals not met:
> 6) Find and exploit ways to distinguish our program from its intradistrict competition: our web site can do this to some extent but we haven't pushed its URL enough.
> 7) Raise the transfer rate of our program: having just learned that 61% of our students already have a BA or BS we now know why this has been such an elusive goal. We are making plans, as part of the PIV process, to increase the percentage of transfer and increase articulation of our classes.

5. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.)

We have numerous goals and projects.
1) Increase articulation: if all goes according to plan our new program will have five 3-unit classes that will articulate to our most common transfer destination
2) Increase transfer rate: we are going to place URL's of transfer schools and majors in the students' hands and hold them accountable for visiting the sites. We are going to urge students to attend senior shows at the transfer schools. We are going to have a coherent presentation made to the students on how to finance their education.
3) More contextual instruction: we will be launching a capstone course in which students will create work collaboratively across the media for real clients
4) Creation of new courses in Web Design, Design Foundations, Interface Design, Self-Publishing, Business Principles for the Visual Artist.
5) Increase outreach to high schools
6) Elevated awareness of our program through publicity surrounding Fall 2010 launch of new Digital Media group.
7) Use of our capstone course to establish our presence in the community. The current plan is to advertise our students' services for a complete media campaign to local nonprofits. The solicitation of proposals will be widely advertised, elevating our presence as a force for good social design, and the demographic that these ads will reach fits the largest demographic segment of our currently enrolled students: people over 30 who already hold a degree. Both Accounting and Astronomy helped their enrollments by elevating their presence in the community; we expect the same to happen once we launch this project.

6. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The critical issue is enrollment. We are implementing many new initiatives (see answers to 5) to try to increase enrollment.

7. Student Learning Outcome and Assessment focus for this year:

   a. Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Course SLO: **Synthesize solutions to illustration problems using their Illustrator software skill set.** This SLO is for the beginning Adobe Illustrator (drawing software) class.
The point of all software instruction in this class is to allow students to eventually produce the products of their imagination. Every feature explored and practiced should open new possibilities in their solution set for the illustrations they wish to create. The question that this SLO addresses is whether or not that assimilation is actually taking place. We know that we start with nothing; we know what we cover in the class. By the end of the class, can they successfully produce, to a professional level of quality, a sophisticated, completely original digital illustration? Can they take all of the discreet elements and make a complete holistic package? If they can, transference has taken place; if they cannot, it has failed.
This SLO is measured by assigning a project that must be a completely original design, subject matter, composition and style of their own choosing. By examining the degree of difficulty they choose one can judge their degree of confidence in their acquired skills. By examining their results one can judge the level (how hard) and degree (how well) of software proficiency acquired. The projects tell the story; many are amazing.

8. Student services areas: TBD

> Input text here.

9. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

   a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

   Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	Input text here.	Input text here.

   b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Pay-as-you-go card reader system for printers in Digital Media lab	I do not have a formal bid from the vendor yet to furnish a cost. This vendor installed a similar system in the libraries at Canada and	Input text here.

Number: N/A **Vendor:** Pinnacle Vend Systems 510 441-2813 **Unit price:** Contract **Total Cost:** Unknown at this point **Status*:** New	Skyline. The vendor assumes costs of maintenance, paper and toner and keeps the amount collected per print in exchange. Depending on how the contract is negotiated, this could save us on maintenance, paper and toner. If we don't get it we move ahead with what we have been doing in the past, resulting in large amounts of wasted toner, paper, and energy and students burning up each of those three commodities who have not paid the lab fee. The card system would eliminate the need to police the machines and would open up the print workstations to a larger clientele.	
Item: 10 Wacom Graphire Wireless Tablets and Wacom Graphire Wireless Pens **Number:** N/A **Vendor:** Wacom **Unit price:** Tablet $249; pen $29.95 Total: $278.95 + tax = 301.96 x 10 workstations **Total Cost:** $3019.60 **Status*:** New	We currently own sixteen tablets; ten more sets would allow us to incorporate use of this tool for a full classroom. The eventual goal is to introduce digital painting into our offerings; this tool would be required in order to accomplish that goal. We feel digital painting would be another good match for the largest segment of our student demographic profile, an opinion supported by student surveys. The impact if it is not granted is that we ask again in the next round of funding so that we can eventually launch this class. With the current emphasis on increasing enrollment we are anxious to try new ideas; this purchase would enable one of them to proceed.	

* Status = New, Upgrade, Replacement, Maintenance or Repair.

Submitted by

Ed Seubert, Patti Appel 3.24.09