Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The primary function of the GID program is educating designers with the purpose of preparing students to enter the workforce or transfer to 4-year institutions. To this end, the program includes learning activities representing many of facets of the profession, engaging learners from beginning through conclusion of their journey. The GID program offers online classes on the State-wide OIE/CVC exchange, and aspires to maintain our position at the forefront of cutting edge technologies and emerging topics intrinsic to the design profession.

We commit to teaching through an anti-racist lens empowering students to create designs promoting racial justice, taking action for equity, and positive change in our world. GID students include diverse racial and ethnic identities, nationalities, immigration status, gender expressions, socio-economic backgrounds, religions, ages and disabilities. The department faculty acknowledges and recognizes the diverse life experiences and varying needs of our students and strives to include diverse voices.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

• Present multiple examples of creative thinking, planning, and preparing visual design, including thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process.

• Present a final comprehensive portfolio consisting of 20 to 30 creative graphic design works that demonstrate competency and fluency in graphic design.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Fine Arts and Communication - Graphic & Interactive Des-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	629	558	670	719	881	40.1%
Census Enrollment	1,194	1,039	1,342	1,424	1,833	53.5%
Sections	47	46	48	45	55	17.0%
WSCH	2,348	2,003	2,586	2,594	3,410	45.2%
FTES (end of term)	153	130	168	169	222	45.1%
FTEF (end of term)	4.5	3.9	4.0	4.1	4.8	5.8%
Productivity (WSCH/FTEF)	516	510	643	627	708	37.2%

1. In the data table above, what does the FTES data trend indicate?

☑   the data trend shows an increase in FTES

☐   the data trend shows a decrease in FTES

☐   the data trend shows no change and/or is flat in FTES

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Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

> GID FTES grew 45% over the 5-year span, while the overall Foothill college FTES declined 13.1%.
>
> At the department level, course sections have increased 17%, primarily due to increased dual enrollment partnerships with local high schools.
>
> Disaggregating dual enrollment and the pandemic, Online enrollment has increased 8% while on-campus enrollment has decreased 4%
>
> The GID department improved enrollment and supports continued strong enrollment by scheduling our classes to serve students where they want to learn. This affords students equitable options to complete our classes on their own time and in their own space. Pre-pandemic 85% of our students were online, this year more than 95% of our student have chose online.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- ☐ yes
- ☑ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

> The growth rate of FTES is significantly positive. If GID enrollment will continue to grow and/or stabilize if GID continues to support our students to participate in our program wherever and however they learn best. This year, GID will be losing a longtime faculty member which will reduce our ability to offer the number of high enrolling sections that are necessary for sustained growth. It hopeful that we can replace this faculty with new talent that attracts students to our beautiful campus.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- ☑ the data trend shows an increase in sections
- ☐ the data trend shows a decrease in sections
- ☐ the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

> The number of sections has increased due to a faculties returning from PDL, family leave, and faculty requesting more overloads. Hiring new adjuncts or FT faculty would be necessary to increase the number of sections we can offer.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

> The data does not indicate an increase in sections with a DECREASE in FTES. There is no need to explain why the number of sections increased.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- ☑ the data trend shows the productivity number increased
- ☐ the data trend shows the productivity number decreased
- ☐ the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

> Productivity has increased due to a 17% increase in number of sections combined with an average per section enrollment increase of 30%. The increase in enrollment per section is a result of faculty adding students above "cap" and teaching over-enrolled sections which may lead to unrealistic productivity growth expectations. Increased enrollment is also attributed to providing an 100% online class schedule during the Covid pandemic from Spring 2020-Spring 2021, demonstrating the GID department's strength in that modality. Pre-pandemic GID 87% of students chose our online classes, this year it is more than 95%.

2. Does the data trend suggest changes are necessary to improve productivity?

☐   yes

☑   no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

> "no" was chosen. There is no need to describe the proposed actions for stabilizing/increasing the productivity number.

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Fine Arts and Communication - Graphic & Interactive Des-FH

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	772	65%	665	64%	829	62%	850	60%	1,069	58%
Male	413	35%	366	35%	504	38%	519	36%	713	39%
Non-Binary	0	0%	0	0%	0	0%	7	0%	6	0%
Unknown	9	1%	8	1%	9	1%	48	3%	45	2%
Total	1,194	100%	1,039	100%	1,342	100%	1,424	100%	1,833	100%

by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	40	3%	37	4%	59	4%	52	4%	106	6%
Asian	346	29%	246	24%	359	27%	358	25%	444	24%
Decline to State/Unknown	36	3%	27	3%	71	5%	73	5%	50	3%
Filipinx	89	7%	73	7%	90	7%	97	7%	84	5%
Latinx	258	22%	230	22%	317	24%	330	23%	499	27%
Native American	10	1%	14	1%	10	1%	4	0%	15	1%
Pacific Islander	9	1%	6	1%	9	1%	22	2%	26	1%
White	406	34%	406	39%	427	32%	488	34%	609	33%
Total	1,194	100%	1,039	100%	1,342	100%	1,424	100%	1,833	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☐   the data trend shows an increase in the female enrollment rates

☑   the data trend shows a decrease in the female enrollment rates

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☐   the data trend shows no change and/or is flat in the female enrollment rates

Males

☑   the data trend shows an increase in the male enrollment rates

☐   the data trend shows a decrease in the male enrollment rates

☐   the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

☑   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☐   the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

> There has been small gradual shift in the gender of students who sign up for GID classes in the past few years. The female enrollment is slightly declining while the male enrollment is slightly increasing. However, if this continues, our program will be perpetuating existing structural inequities embedded in the graphic design profession where men hold the more prominent and higher paying positions while women are more frequently employed at lower paying and less meaningful roles.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2020-21 = 52% Female, 46% Male)

☑   yes

☐   no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

> Foothill is 52f/46m overall and GID is 58f/39m. Increasing our population who identify as male while decreasing our population who identify as female to move toward parity would mean we are actively supporting the structural inequities embedded in the graphic design profession. To overcome the structural inequities and prepare more people who identify as female to move into prominent positions in this male dominated profession, GID gender enrollment should be moving in the other direction. We are actively supporting the continued success of current students who identify as female and engage in promoting our program to new students who identify as female.

Data Table for Enrollment by Gender of Declared Majors
https://foothill.edu/programreview/prg-rev-docs/majors-by-gender-10.25.21.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

☐   the data trend shows an increase in the female enrollment of the declared major

☐   the data trend shows a decrease in the female enrollment of the declared major

☑   the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

☐   the data trend shows an increase in the male enrollment of the declared major

☐   the data trend shows a decrease in the male enrollment of the declared major

☑   the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☑   the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

☑   the data trend shows an increase in the African Americans enrollment rates

☐   the data trend shows a decrease in the African Americans enrollment rates

☐   the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

☐   the data trend shows an increase in the Asian enrollment rates

☐   the data trend shows a decrease in the Asian enrollment rates

☑   the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

☐   the data trend shows an increase in the Filipinx enrollment rates

☑   the data trend shows a decrease in the Filipinx enrollment rates

☐   the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

☑   the data trend shows an increase in the Latinx enrollment rates

☐   the data trend shows a decrease in the Latinx enrollment rates

☐   the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

☐   the data trend shows an increase in the Native American enrollment rates

☐   the data trend shows a decrease in the Native American enrollment rates

☑   the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

☐   the data trend shows an increase in the Pacific Islander enrollment rates

☐   the data trend shows a decrease in the Pacific Islander enrollment rates

☑   the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

☐   the data trend shows an increase in the White enrollment rates

☐   the data trend shows a decrease in the White enrollment rates

☑   the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

☐   the data trend shows an increase in the Decline to State enrollment rates

☐   the data trend shows a decrease in the Decline to State enrollment rates

☑   the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

☐   yes

☑   no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

"no" was chosen. There is no need to identify changes over the past five years for each ethnic group.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☐ yes

☑ no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

"no" was chosen. There is no need to proposed actions for addressing disparities in enrollment by ethnic group within the program.

F. Student Course Success

Course Success Rates by Unit

Course Success
Fine Arts and Communication - Graphic & Interactive Des-FH

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	975	82%	803	77%	1,070	80%	1,173	82%	1,554	85%
Non Success	83	7%	100	10%	103	8%	78	5%	97	5%
Withdrew	136	11%	136	13%	169	13%	173	12%	182	10%
Total	1,194	100%	1,039	100%	1,342	100%	1,424	100%	1,833	100%

Course Success for African American, Latinx, and Filipinx Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	293	76%	253	74%	343	74%	374	78%	546	79%
Non Success	38	10%	35	10%	41	9%	32	7%	52	8%
Withdrew	56	14%	52	15%	82	18%	73	15%	91	13%
Total	387	100%	340	100%	466	100%	479	100%	689	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	682	85%	550	79%	727	83%	799	85%	1,008	88%
Non Success	45	6%	65	9%	62	7%	46	5%	45	4%
Withdrew	80	10%	84	12%	87	10%	100	11%	91	8%
Total	807	100%	699	100%	876	100%	945	100%	1,144	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

☑ the data trend shows an increase in the students' course success percentage

☐ the data trend shows a decrease in the students' course success percentage

☐ the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

Student success hovered around 80% pre-pandemic. During covid it increased to 85% due to providing more comprehensive student support with loaner computers and FREE software licenses that align with CTE labor market needs, and industry trends. Supporting an equitable learning experience for all GID students, and celebrating the strength of our online curriculum. We appreciate that post-pandemic, free software and technology support exists for the on-campus experience, however less than 5% of GID students enjoy the privilege of learning on campus. Although the campus labs are available to online students, only a handful are privileged to commute to campus during the business hours due to them being non-traditional students who have many commitments and location requirements outside of campus. Equity and pedagogy support the belief that a student using their own device to take an online class should be able to complete everything for the online class on that device.

2. Do the data suggest changes are necessary to improve student course success?

☐ yes

☑ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

"no" was chosen. There is no need to describe the proposed actions for stabilizing/increasing the student's course success percentages.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☑ the data trend shows an increase in the course success percentage

☐ the data trend shows a decrease in the course success percentage

☐ the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☑ the data trend shows an increase in the course success percentage

☐ the data trend shows a decrease in the course success percentage

☐ the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

☑ yes

☐ no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

The data trend shows the course success gap as slightly narrowed while overall success has improved for all groups. Over the past 5 years instructors have applied pedagogical practices to support equity. Instructors have also reached out early and frequently to keep vulnerable populations engaged. These pedagogical practices and the personal touch of reaching out to vulnerable students has made appreciable positive impact on our Black, Latinx, and Filipinx students. As evidenced by the success numbers of the Asian, NA, PI and white students these pedagogical practices are beneficial to all students. We plan to continue operationalizing this strategy to narrow the gap by ensuring that 100% of our students succeed.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☑ yes

☐ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

The gap between AA/LatinX/Filipinx and Asian/NA/PI/White is apparent in the number of withdraws. The first group withdraws 4-5% more frequently that the latter group. This is due more vulnerable students in this population not being able to access financial aid and resources necessary to acquire computers and software needed at the beginning of the class. It is well past census before students have their course materials, and they are so far behind that they panic and withdraw. CTE labor market data and industry trends dictate the necessity of students having computer and software licenses at every step of their design education journey. Faculty have been advocating for more comprehensive technology and software licensing support. Unfortunately, these request have not been successful because the College prioritizes providing technology support only for the 5% of our students privileged with the time and means to be on campus.

G. Student Course Success by Demographics
a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Fine Arts and Communication - Graphic & Interactive Des-FH

	2020-21							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	908	85%	49	5%	112	10%	1,069	100%

| | Female | 555 | ... | ... | ... | ... | ... | 1,000 | 100% |

	Success		Non Success		Withdrew		Total	
Male	600	84%	45	6%	68	10%	713	100%
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Non-Binary	6	100%	0	0%	0	0%	6	100%
Unknown	40	89%	3	7%	2	4%	45	100%
All	1,554	85%	97	5%	182	10%	1,833	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	707	83%	37	4%	106	12%	850	100%
Male	422	81%	36	7%	61	12%	519	100%
Non-Binary	6	86%	0	0%	1	14%	7	100%
Unknown	38	79%	5	10%	5	10%	48	100%
All	1,173	82%	78	5%	173	12%	1,424	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	690	83%	54	7%	85	10%	829	100%
Male	372	74%	48	10%	84	17%	504	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	8	89%	1	11%	0	0%	9	100%
All	1,070	80%	103	8%	169	13%	1,342	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	535	80%	53	8%	77	12%	665	100%
Male	262	72%	47	13%	57	16%	366	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	6	75%	0	0%	2	25%	8	100%
All	803	77%	100	10%	136	13%	1,039	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	646	84%	40	5%	86	11%	772	100%
Male	324	78%	43	10%	46	11%	413	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	5	56%	0	0%	4	44%	9	100%

2016-17

All	975	82%	83	7%	136	11%	1,194	100%
	Success		**Non Success**		**Withdrew**		**Total**	

Success Rates by Ethnicity
Fine Arts and Communication - Graphic & Interactive Des-FH

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	82	77%	11	10%	13	12%	106	100%
Asian	398	90%	15	3%	31	7%	444	100%
Decline to State/Unknown	47	94%	3	6%	0	0%	50	100%
Filipinx	70	83%	3	4%	11	13%	84	100%
Latinx	394	79%	38	8%	67	13%	499	100%
Native American	12	80%	2	13%	1	7%	15	100%
Pacific Islander	21	81%	1	4%	4	15%	26	100%
White	530	87%	24	4%	55	9%	609	100%
All	1,554	85%	97	5%	182	10%	1,833	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	36	69%	6	12%	10	19%	52	100%
Asian	307	86%	20	6%	31	9%	358	100%
Decline to State/Unknown	63	86%	5	7%	5	7%	73	100%
Filipinx	82	85%	3	3%	12	12%	97	100%
Latinx	256	78%	23	7%	51	15%	330	100%
Native American	2	50%	0	0%	2	50%	4	100%
Pacific Islander	18	82%	0	0%	4	18%	22	100%
White	409	84%	21	4%	58	12%	488	100%
All	1,173	82%	78	5%	173	12%	1,424	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	35	59%	8	14%	16	27%	59	100%
Asian	307	86%	18	5%	34	9%	359	100%
Decline to State/Unknown	47	66%	10	14%	14	20%	71	100%
Filipinx	69	77%	4	4%	17	19%	90	100%
Latinx	239	75%	29	9%	49	15%	317	100%
Native American	5	50%	2	20%	3	30%	10	100%
Pacific Islander	9	100%	0	0%	0	0%	9	100%
White								

	Success		Non Success		Withdrew		Total	
White	359	84%	32	7%	36	8%	427	100%

	Success		Non Success		Withdrew		Total	
All	1,070	80%	103	8%	169	13%	1,342	100%
	Success		**Non Success**		**Withdrew**		**Total**	

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	26	70%	5	14%	6	16%	37	100%
Asian	186	76%	20	8%	40	16%	246	100%
Decline to State/Unknown	24	89%	1	4%	2	7%	27	100%
Filipinx	55	75%	5	7%	13	18%	73	100%
Latinx	172	75%	25	11%	33	14%	230	100%
Native American	9	64%	1	7%	4	29%	14	100%
Pacific Islander	3	50%	3	50%	0	0%	6	100%
White	328	81%	40	10%	38	9%	406	100%
All	803	77%	100	10%	136	13%	1,039	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	28	70%	7	18%	5	13%	40	100%
Asian	299	86%	20	6%	27	8%	346	100%
Decline to State/Unknown	33	92%	0	0%	3	8%	36	100%
Filipinx	69	78%	4	4%	16	18%	89	100%
Latinx	196	76%	27	10%	35	14%	258	100%
Native American	8	80%	1	10%	1	10%	10	100%
Pacific Islander	5	56%	3	33%	1	11%	9	100%
White	337	83%	21	5%	48	12%	406	100%
All	975	82%	83	7%	136	11%	1,194	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

☐   the data trend shows an increase in the female course success rates

☐   the data trend shows a decrease in the female course success rates

☑   the data trend shows no change and/or is flat in the female course success rates

Males

☑   the data trend shows an increase in the male course success rates

☐   the data trend shows a decrease in the male course success rates

☐   the data trend shows no change and/or is flat in the male course success rates

Non-Binary

☐   the data trend shows an increase in the non-binary course success rates

☐   the data trend shows a decrease in the non-binary course success rates

☑   the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

> The success rate for females is consistently above 80%, while the success rate for males has increased from 72% to 84%. While there is no obvious explanation, some classes employ mix-gender collaborative work where the females may be modeling successful learning habits which the males adopt.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

☐   yes

☑   no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

> "no" was chosen. There is no need to describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☑   the data trend shows an increase in the African Americans course success rates

☐   the data trend shows a decrease in the African Americans course success rates

☐   the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☐   the data trend shows an increase in the Asian course success rates

☐   the data trend shows a decrease in the Asian course success rates

☑   the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☑   the data trend shows an increase in the Filipinx course success rates

☐   the data trend shows a decrease in the Filipinx course success rates

☐   the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☐   the data trend shows an increase in the Latinx course success rates

☐   the data trend shows a decrease in the Latinx course success rates

☑   the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☐   the data trend shows an increase in the Native American course success rates

☐   the data trend shows a decrease in the Native American course success rates

☑   the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☑   the data trend shows an increase in the Pacific Islander course success rates

☐   the data trend shows a decrease in the Pacific Islander course success rates

☐   the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

☐ the data trend shows an increase in the White course success rates

☐ the data trend shows a decrease in the White course success rates

☑ the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐ the data trend shows an increase in the Decline to State course success rates

☐ the data trend shows a decrease in the Decline to State course success rates

☑ the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

> The data trend does not show a decrease in any of the student ethnic groups' course success rates, there is no reason to explain the percentage decreased for each.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

☑ yes

☐ no

If yes, describe the reasons for the gap in course success.

> The gap between Black/Brown students and other populations is apparent in the number of withdraws. The first group withdraws 4-5% more frequently that the latter group. This is due to more vulnerable students in this population not being able to access financial aid and resources necessary to acquire computers and software needed at the beginning of the class. It is well past census before students have their course materials, and they are so far behind that they panic and withdraw. CTE labor market data and industry trends dictate the necessity of students having computer and software licenses at every step of their design education journey. Faculty have been advocating for more comprehensive technology and software licensing support. Unfortunately, these request have not been successful because the College prioritizes providing technology support only for the 5% of our students privileged with the time and means to be on campus.

3. Do the data suggest that changes are necessary to improve program course success equality?

☑ Yes

☐ No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

> It would be ideal if all students had more timely access to financial aid and if the College made free software licenses and loaner computers available to any student waiting for their financial aid or students (high school or part time) who are not eligible for financial aid. The CTE labor market data and industry trends dictate the necessity for students to engage with professional level software in every class in our program. Students miss valuable learning events and professional opportunities when they are hobbled by not having access to computers, mobile devices, and professional level software licenses.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

> We cannot emphasize enough how much CTE labor market need and industry trends as well as equitable student success dictate our need for having computers and software available for all students from the first day of class. The data shows that the 2020-2021 pandemic year was our most successful, in that year we had universal technology support for all students in all classes to align with CTE labor market needs and industry trends. We appreciate that post-pandemic, technology support exists for the students privileged with time and means to enjoy the on-campus experience, however pre-pandemic that was less than 15% of GID students, this year it is less than 5%. 85-95% of GID students currently complete our classes online and this number will increase now that our classes are offered State-wide on the OEI/CVC exchange. Providing universal technology support to all students across all modalities is essential for us continuing to provide and support a robust curriculum of classes aligned with CTE labor market data and industry trends is key to our program's growth and productivity.
>
> This year, GID will be losing a longtime faculty member which will reduce our ability to offer the number of high enrolling sections that are necessary for sustained growth. It hopeful that we can replace this faculty with talent that attracts students to our beautiful campus.

Self-Study Checklist

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- ☑ Attended the Writer Orientation/Training in November

- ☑ Responses are supported by the data

- ☑ Engaged in discussion with IR Coach

- ☑ The Self-Study Report was written collaboratively with other program stakeholders

- ☑ The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

Career and Technical Education Programs Addendum
A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Program accreditation and re-accreditation does not apply to GID

2. Did the program maintain accreditation?

☐   yes

☐   no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Program accreditation and re-accreditation does not apply to GID

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Program accreditation and re-accreditation does not apply to GID

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Program accreditation and re-accreditation does not apply to GID

6. If applicable, what areas of concern were noted during the annual accreditation report?

Program accreditation and re-accreditation does not apply to GID

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

☑   yes

☐   no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

☑   yes

☐   no

3. Web link to meeting minutes?

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10790251_fhda_edu/ErBFdxIIccpHoUqKj_s8UTsBWpJyUrzJDysimmFpAcz0eQ?e=cxU89P

4. Were there any advisory board commendations/special mentions identified?

Our advisory board commended our successes and strength of the program. There were no special mentions identified.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

The program advisory board confirmed that the GID program is strong across all classes, and is unique in the geographic area for providing options and support for students who are privileged to come to campus and students whose life circumstances necessitate complet their degree or certificates fully online. Increased marketing and outreach would raise our profile locally and throughout the state, attracting more students who choose to pursue a graphic and interactive design career path.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Individual faculty who engage in outreach and promote our classes do see an increase of new students to our program. GID would appreciate more institutional support for marketing and promoting our program, our degree, and our certificates.

C. Regional Labor Demand

Labor Demand - Graphic & Interactive Design

Total Regional Employment

The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

● Bay Area, Graphic Art and Design (1030), 2018-2019

	2018	2023	Change 2018-23	% Change
Regional Jobs Total	24,068	25,763	1,695	7%
Requires a Bachelor's Degree or Higher				
Graphic Designers (27-1024)	10,338	10,808	470	5%
Multimedia Artists and Animators (27-1014)	9,382	10,287	905	10%
Art Directors (27-1011)	4,348	4,668	320	7%

Projected Regional Job Openings

The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located

● Bay Area, Graphic Art and Design (1030), 2018-2019

	Projected Average Annual Openings (2018-2023)
Regional Annual Openings Total	2,440
Requires a Bachelor's Degree or Higher	
Graphic Designers (27-1024)	1,067
Multimedia Artists and Animators (27-1014)	955
Art Directors (27-1011)	418

1. In the data table, what does the regional labor demand data trend indicate?

☑ the data trend shows an increase in labor demand

☐   the data trend shows a decrease in labor demand

☐   the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

> The regional labor demand in this sector is projected to increase an add 1695 jobs to the workforce over a 5 year period. New growth in this sector, emerging career paths, and changes in demographics driving an increase in demand for graphic designers, multimedia artists and animators, and art directors.

D. Regional Labor Supply

Labor Supply - Graphic & Interactive Design

Overall	🔴
2011-2012	3,854
2012-2013	3,545
2013-2014	3,419
2014-2015	3,245
2015-2016	3,219
2016-2017	3,090
2017-2018	3,151
2018-2019	3,147

1. In the data table, what does the regional labor supply data trend indicate?

☐   the data trend shows an increase in labor supply

☑   the data trend shows a decrease in labor supply

☐   the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

> The regional labor supply in this sector over the last five years has decreased. Changes in occupational wages for emerging tech workforce pathways are potentially attracting students to what appears to be higher paying careers. Local demographic shifts such as new residents
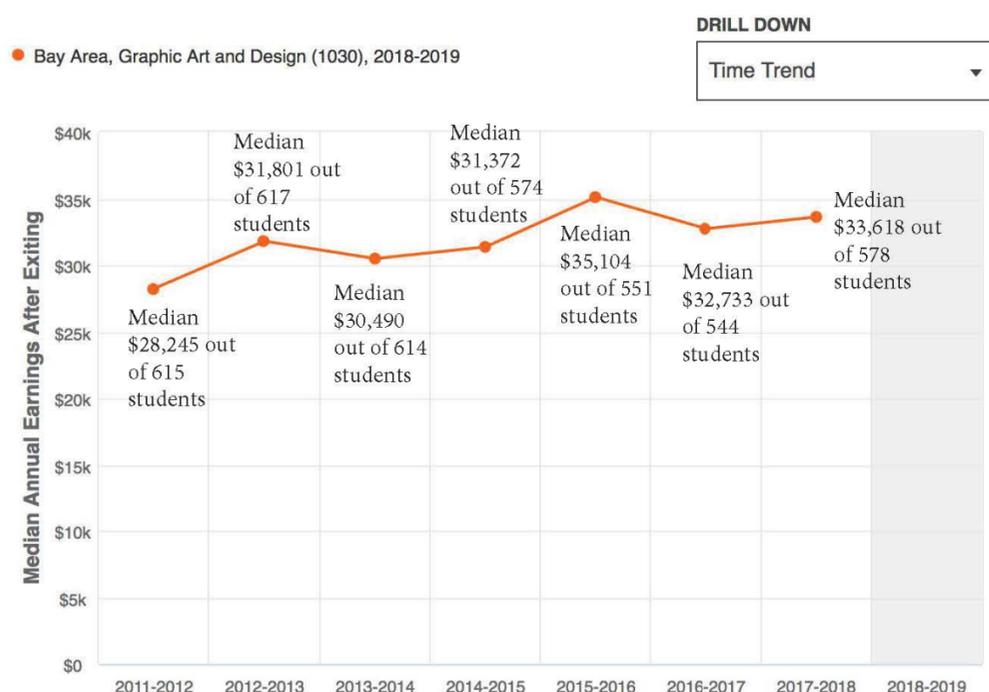
E. Regional Wages

Regional Wages - Graphic & Interactive Design

Median Annual Earnings After Exiting

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

● Bay Area, Graphic Art and Design (1030), 2018-2019

DRILL DOWN

Time Trend ▼

Median $28,245 out of 615 students

Median $31,801 out of 617 students

Median $30,490 out of 614 students

Median $31,372 out of 574 students

Median $35,104 out of 551 students

Median $32,733 out of 544 students

Median $33,618 out of 578 students

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

1. In the data table, what does the wage data trend indicate?

☑ the data trend shows an increase in wages

☐ the data trend shows a decrease in wages

☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The regional trend for wages in this sector over the last five years has increased. The increase reflects the low supply and high demand for skilled graphic designers and multimedia artists. Over the last five years, graphic designers' and multimedia artists' workforce positions have changed in scope of practice and occupational responsibilities to include more varied employment opportunities. Changes in technology also inform the regional trend for wages in this sector.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2016-17	2017-18	2018-19	2019-20	2020-21
Graphic & Interactive Design (GID)	69	48	75	65	110

CTE courses offered between 2016-17 and 2020-21 that were used to retrieve completion counts include the following:
Graphic & Interactive Design: GID 1, 31, 33, 34, 35, 36, 37, 41, 43, 44A, 45, 46, 47, 49, 53A, 53B, 53C, 55, 56, 57, 58, 60, 61, 70, 71, 77, 78.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

☑ the data trend shows an increase in the number of students completing the 13.5 CTE units

☐ the data trend shows a decrease in the number of students completing the 13.5 CTE units

☐ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The data trend shows an increase in the number of students completing the 13.5 CTE units. Culturally relevant pedagogy supports our more vulnerable populations to complete 13.5 CTE units. Scheduling all GID classes online supports students who lack the privilege of time and means to come to campus to complete 13.5 CTE units. Industry trends, growth in the variety or workforce opportunities, and expansion of the graphic design profession attaches more students to complete the 13.5 CTE units.

G. Program Graduate Employment Rates

Graduate Employment Rates - Graphic & Interactive Design

Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit
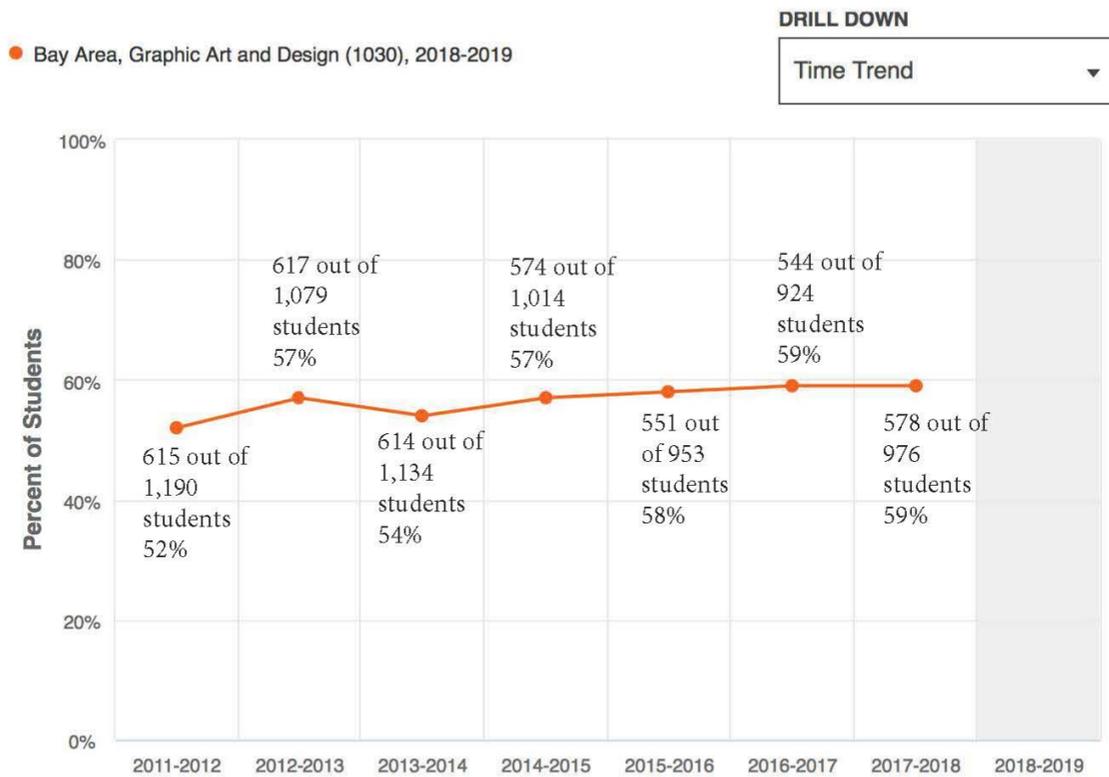
● Bay Area, Graphic Art and Design (1030), 2018-2019

DRILL DOWN

Time Trend ▼

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

☐   the data trend shows an increase in graduate employment

☐   the data trend shows a decrease in graduate employment

☑   the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

> The graduate employment rate from 2011-2018 is flat. Approximately 58% of students found employment in the GID profession. 58% only accounts for full-time jobs with a corporate employer. It is common for GID students to work as freelancers, independent contractors, sell design in NFT marketplaces, run their own businesses, engage in part-time GID work as a "side hustle", or while they are stay-at-home parents.

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