

	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent	Exceeds expectations for all 8 criteria - Excellent	Exceeds expectations for all 8 criteria - Excellent
	Would benefit fProgram Mis			The program mission statement articulates purpose of the program and for whom. It also articulates program values, which is effective in terms of "how" the program conducts its activities.
	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Exceeds expectations for all 5 criteria - Excellent
	Under the area of "student - centered" outcomes, small language changes might better orient the PLOs to the student, such as "a successful student will.."	N/A	Not clear how the PLOs can be used for program improvement	The PLOs capture both process and product. The process-based PLO conveys higher order critical thinking and metacognitive awareness.

	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent
	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard		
	Clear explanation of the relationship between class scheduling, high school partnerships and program growth.	Suggest removing non-quantitative and subjective adjective "beautiful" as well as fixing the grammatical error in the last sentence (It hopeful)	Points out the importance of losing a full time, longtime faculty member which could impact the number of sections/ students we serve.	I'm not sure what it means to "disaggregate" the pandemic. Regarding replacing the long-time faculty member, and attracting students to our campus, did this faculty member teach on campus (pre-pandemic), and if so, is the program looking to hire a replacement who would also teach on campus?





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The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent

The narrative includes 4 of the criteria - Needs Some





<p>The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent</p>	<p>The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent</p>	<p>The narrative includes all 3 of the criteria - Meets the Standard</p>	<p>The narrative includes all 3 of the criteria - Meets the Standard</p>
		<p>The narrative is not included</p>	
<p>The GID program's increase in student success rates during the pandemic is remarkable. It would be interesting to see if there could be some sort of measure, perhaps a poll, to find a way to quantify the ways in which the pandemic off-campus technical and equipment support supported student success rates. This is a topic that I feel should be explored and discussed within the college at large, identifying programs where student success increased and can be tied to off-campus tech</p>	<p>Suggest rewording to fix the grammar of this para in a few places. Also, it's unclear what this means: "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."</p>	<p>N/A</p>	<p>The technology challenge would be good to explore. It may not be a matter of prioritizing on-campus students, nor the cost, but rather the logistics of providing the computers/software to students. I recommend that you put this in the presentation to the program review committee for collaborative problem-solving.</p>





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Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Course success has improved over the time span - Excellent

Course success has improved over the time span - Excellent

Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Course success has improved over the time span - Excellent

<p>The success rate increase for male students is difficult to account for, though I am wondering if it is tied into the rise in overall success rates related to off-campus equipment and software support. Again, a metric that would help support the relationship between off-campus tech access and student success would be greatly helpful for future planning.</p>	<p>Suggest removing the possibly erroneous statement: "some classes employ mix-gender collaborative work where the females may be modeling successful learning habits which the males adopt." REASON: Female students don't necessarily have to learn to succeed by watching male counterparts. They just need to be not denied the opportunity to succeed.</p>	<p>N/A</p>	<p>It seems notable that the success rate for males increased significantly over time.</p>
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<p>Course success has improved over the time span – Excellent</p>	<p>Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard</p>	<p>Course success has improved over the time span - Excellent</p>	<p>Course success has improved over the time span – Excellent</p>
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<p>Course success has been flat or decreased over the time span by no more than</p>	<p>Course success has been flat or decreased over the time span by no more than</p>	<p>Course success has been flat or decreased over the time span by no more than</p>	<p>Course success has been flat or decreased over the time span by no more than</p>
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2 percentage point - Meets  
the Standard

Course success has improved over the time span – Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
The narrative is not included	The narrative is not included	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard
The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
In the student success by ethnicity several of the			

certainty as the data pool is too small and fluctuates a great deal between academic years. In the case of the Pacific Islander pool the sample size stabilizes in the 2019-20 year, so if this enrollment



Graphic & Interactive Design (CTE) Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At -Large)	Alejandro Favela (Staff At -Large)	Valerie Fong (Administrator)
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A. Re -Accreditation Information

2. Did the program maintain accreditation?

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

Reader Feedback	The GID program does not have or seek accreditation, does not apply.	This is NA to this program	Program accreditation and re-accreditation does not apply to GID	N/A
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B. Advisory Board

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

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

3. Did the program include the web address/link to the online minutes?

How many criteria are met?	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard
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4. Were there any advisory board commendations/special mentions identified?

How many criteria are met?	The program received commendations - Meets the Standard	Not Applicable	Not Applicable	The program received commendations - Meets the Standard
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5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?



Graphic & Interactive Design (CTE) Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At -Large)	Alejandro Favela (Staff At -Large)	Valerie Fong (Administrator)
Reader Feedback	Would be curious to hear a bit more detail about the reasons (if known) about the rise in labor demands particularly in the animation and media artist sectors. For example, if they relate to a rise in production productivity.	Since this is a dynamic field, a long-term trend (2018-2023 - 5 years) doesn't carry much significance. Rather, the dept should, if possible seek out larger volumes of more focused data (over the last 2-3 years)	The narrative shows an understanding of the increasing need for graphic designers for the next 5 years in the region.	N/A
D. Regional Labor or Supply				
1. In the data table above, what does the regional labor supply data trend indicate?				
How many criteria are met?	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent
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.				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback	Would be helpful to see reference to data on how rising salaries in other sectors may be drawing workers from the graphic design workforce.	N/A	The narrative shows an understanding of the demographical changes and a shift to higher paying (tech related) jobs occurring in the area.	N/A

E. Regional Wages

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

Graphic & Interactive Design (CTE)



