

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Graphics **Planning Year:** 2014-15

Last Year CPPR Completed: 2013

Unit: Fine Arts

Cluster: Humanities

Next Scheduled CPPR: 2015

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. Program-Level Outcomes: List the outcomes established for your program.

- 1. Define and apply visual elements and principles of design**
- 2. Demonstrate an understanding of digital color space and basic color theory**
- 3. Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication**
- 4. Evaluate and Analyze graphic design and visual communication work**
- 5. Design and prepare professional graphic design work**

II. Program Contributions to Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote student success in completing transfer requirements, degrees, certificates, and courses.

Institutional Goal 1.1 Increase the percentage of transfer directed students who are transfer-prepared by 2% annually.

Institutional Goal 1.2 Increase the percentage of degree or certificate directed students who complete degrees or certificates by 2% annually.

The establishment of a new transfer degree in Graphic Design is one way we expect to increase the number of students who will be transfer-prepared and degree earners. We are poised to revise curriculum as soon as the AA-T Graphic Design degree is released from the state.

The district supported Fine Arts' need for a full-time hire in Graphic Design in this year's institutional faculty prioritization process. The hire of a lead faculty in this area will be the biggest contribution to student success in transfer and certificate completion. Continuity of courses, oversight of effective scheduling for Graphic Design courses, curriculum development, and expanded office hours are key components in assisting students to move through a series of courses. In addition, a full-time lead in this area can represent the Graphic Design discipline at our annual Fine Arts Review Day and serve as a representative at transfer events and high school outreach.

Institutional Objective 2.1: Increase the capture rate of the local 24- 40 age cohort by 2% annually

Graphic Design appeals to returning students that desire a new career or are looking to increase job skills in a current career. In 2012-13 data for Fine Arts, 13.4% of our students were in the 25-40 age group.

Institutional Learning Outcomes

Graphic Design helps students successfully meet several Institutional Learning Outcomes:

ILO 1. Personal, Academic, and Professional Development

Students that have successfully completed Graphic Design courses demonstrate the professional skills necessary for successful employment. The number of jobs that require graphic design skills has increased. These may not be listed as design jobs but may also be found as administrative assistants required to update the company website (a recent SLO real estate company hire), or typography skills may be needed for transportation, architectural and other types of planning positions that require presentation skills.

ILO 2. Critical Thinking and Communication

The conceptual and visual challenges in the Graphics Certificate develop critical thinking as well as work skills involving time management, professionalism and expertise using a variety of software programs in use by many industries.

ILO 4. Social, Historical, and Global Knowledge and Engagement

The study of communications within graphic design courses helps students engage in thoughtful analysis and evaluations of historical and social visual literacy and power structures within society.

ILO 5. Artistic and Cultural Knowledge and Engagement

The elements and principles of design and the conceptual and inspirational aspects of graphic art are embedded within each graphic design course. Group critiques in the classes teach students to appreciate and articulate diverse points of view. Media presentations by instructors and exhibitions in our main gallery and student gallery teach students about a wide range of art by people of various cultural, socioeconomic, racial, and other diverse richness of experience.

ILO 6. Technical and Informational Fluency

Contemporary Graphic Design is rooted in computer technology. Our students gain skills and knowledge in software from the Apple Adobe Suites and become discerning about appropriate software for projects. Two of our courses have distance education modalities.

III. Analysis of Measurements/Data:

There have been no significant changes in data since our 2013-14 CPPR. Graphics courses continue to have a high fill-rate. In the fall we are expanding our offerings to

include another evening section and a Friday section. We are planning to create a rotation of evening courses to allow full-time working students the opportunity to complete the Graphic Design certificate.

IV. Program Outcomes Assessment and Improvements:

The three most exciting improvements in our program this past year:

1. the hiring of a full-time Graphic Design instructor for fall 2014
2. the purchase of replacement computers for the Graphic Design lab/classroom through a foundation grant and lottery funds
3. Cal Poly recently articulated GRC 201 "Digital Publishing systems" to Cuesta's ART 266 "Graphic Design". GRC 201 is a major related course for the Graphic Communication TSC.

V. Program Development/Forecasting for the Next Academic Year:

Our full-time graphic design instructor will help us meet the following objectives we wrote for our 2013-14 Graphics CPPR. All objectives were designed to help us meet Institutional Goals, Institutional Objectives, and Institutional Learning Outcomes.

1. **Complete an AA degree in Graphic Design**
2. **Evaluate the need for a more robust Graphic Design Certificate**
3. **Establish articulation agreements with one or more four-year colleges for our graphics courses**

Now that we have articulated a course with Cal Poly, we would like to work on an agreement with CSU Channel Islands.

4. **Evaluate the viability of our Certificate of Specialization in Graphics**
5. **Increase the percentage of students that complete the Graphics certificate and/or the new AA-T Graphic Design degree**
6. **Create a high school outreach program**

Please see our 2013-14 CPPR for a more complete explanation of our objectives. Equipment, technology, and facilities needs are in this year's Fine Arts Unit Plan.