2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018 **PROGRAM: GRAPHICS**
CLUSTER: HUMANITIES **LAST YEAR CPPR COMPLETED: 2016-2017**
NEXT SCHEDULED CPPR: 2018-2019 **CURRENT DATE: 3/4/2018**

This APPW encompasses the following degrees and/or certificates:
GRAPHICS CERTIFICATE OF ACHIEVEMENT

GENERAL PROGRAM UPDATE

Since the last report, the most significant change is graphics now became one part of CTE program. With support from CTE, we are planning more content to prepare our student directly go to the workforce. We heard a lot of students success story directly get a job or transfer to a four years college, and we are working to find an efficient way to get information for Cuesta Graphics alumni.After two hiring process, we now have four active instructors in our pool. The latest, Molly Pepe, was given the assignment to teach ART 255 in Spring 2018. Yvonne Aubourg is teaching her third semester at Cuesta, and first time teaching Typography. We have two other instructors the pool who have not yet been assigned classes. With more experienced instructor in our team, we can provide student better learning experience and contents. We keep inviting guest speaker to visit and present to our students: October 2016, Graphics welcomed Hollywood based graphic designer Jeffery Bacon to visit Graphic Design II class and a representative from Gnomon — School of Visual Effects, Games & Animation and Art Center College visited us as well. We see the growth of student success, to name just a few, for example, in both workforce and transfer direction. Alexis Ross, after took ART 255, 256, 258, 268, 266, 259, build a strong portfolio and got a full-time UX designer position at MINDBODY. Lilibeth Mendez, after building her portfolio in ART 255, 258, 266, 268 and 259, was accepted by Art Center College, Department of Graphic Design with a scholarship. Graphics will keep enhancing our class contents, upgrade our equipment and knowledge to serve our student needs better. One student at a time to make a difference.This diagram show our current enhanced class structure.

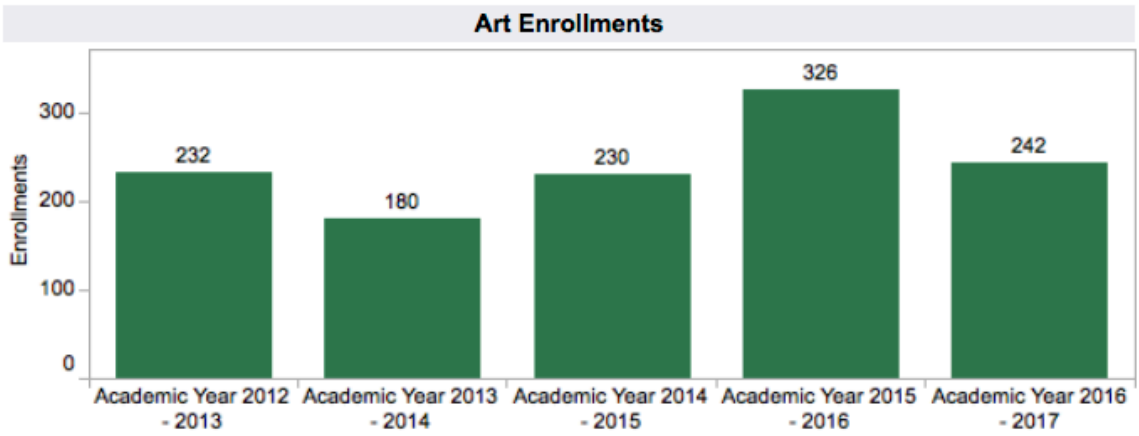
PROGRAM SUSTAINABILITY PLAN UPDATE

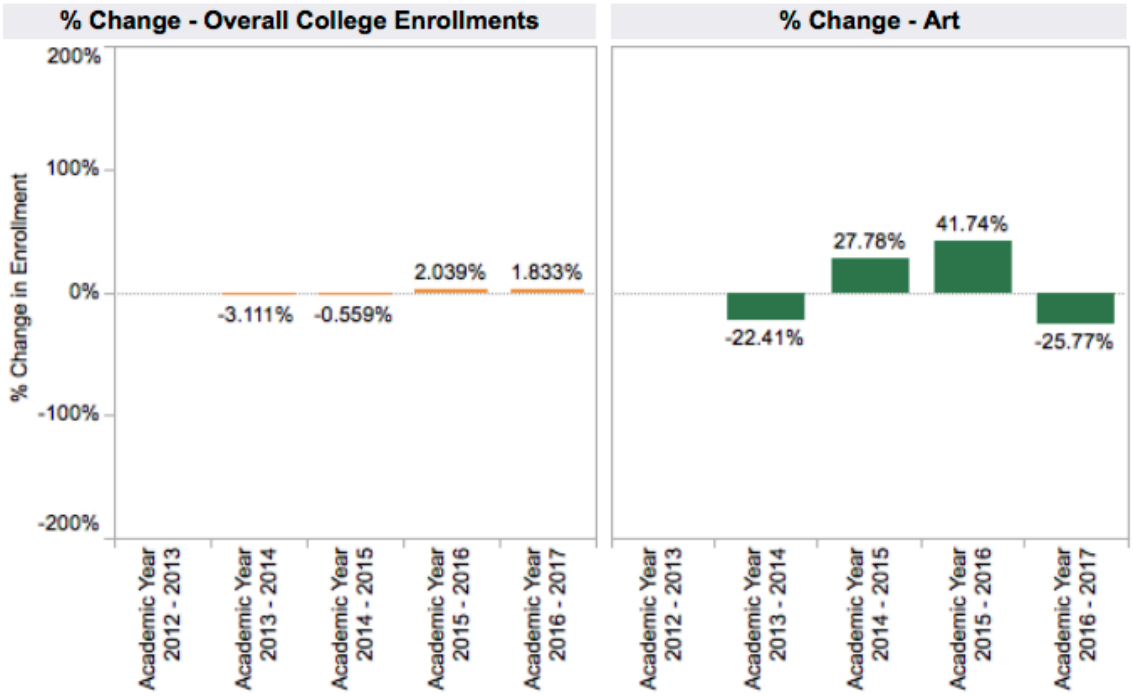
Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review? NO

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment

ENROLLMENT





The current Graphics Certificate of Achievement includes Art 220: FUNDAMENTALS OF 2-D DESIGN, Art 255: FOUNDATION OF DIGITAL GRAPHIC ART, Art 256: FOUNDATION OF DIGITAL IMAGING ART, Art 258: FOUNDATION OF DIGITAL LAYOUT DESIGN, Art 259: FOUNDATION OF WEB AND UX DESIGN and Art 266: GRAPHIC DESIGN I, ART 267: GRAPHIC DESIGN II and ART 268 DIGITAL TYPOGRAPHY ART. Art 220 are fundamental courses in our studio art degrees and are extremely popular GE for non-art majors. For data analysis we choose to exclude Art 220 and use all courses in the graphics area except Art 253: Digital Art (a course for studio art majors).

The data is based on the following graphics courses:

Art 255: Illustrator, Art 256: Photoshop, Art 258: InDesign Art 259: Web&UX, Art 265 Motion, 266: Graphic Design, 267: Graphic Design II, Art 268: Typography

Enrollment in graphics courses increased 41.74 % from the last APPW year in 2015-16 due to we start offered more graphics courses. And the data decreased 25.77% from 2015-2016 in 2016-2017 mainly due to reduced offerings of ART 256 and ART 255 from two sections per semester to one of each.

ART 256 and ART 255 are the only two decreased courses while we see growth in other classes. By offering more choices to the student, our program can prepare student to directly go to the workforce without attending other institutions, and students can create higher polished portfolios for transfer and apply for 4-years universities.

We will keep working to find a right balance for fundamentals to the professional design classes.

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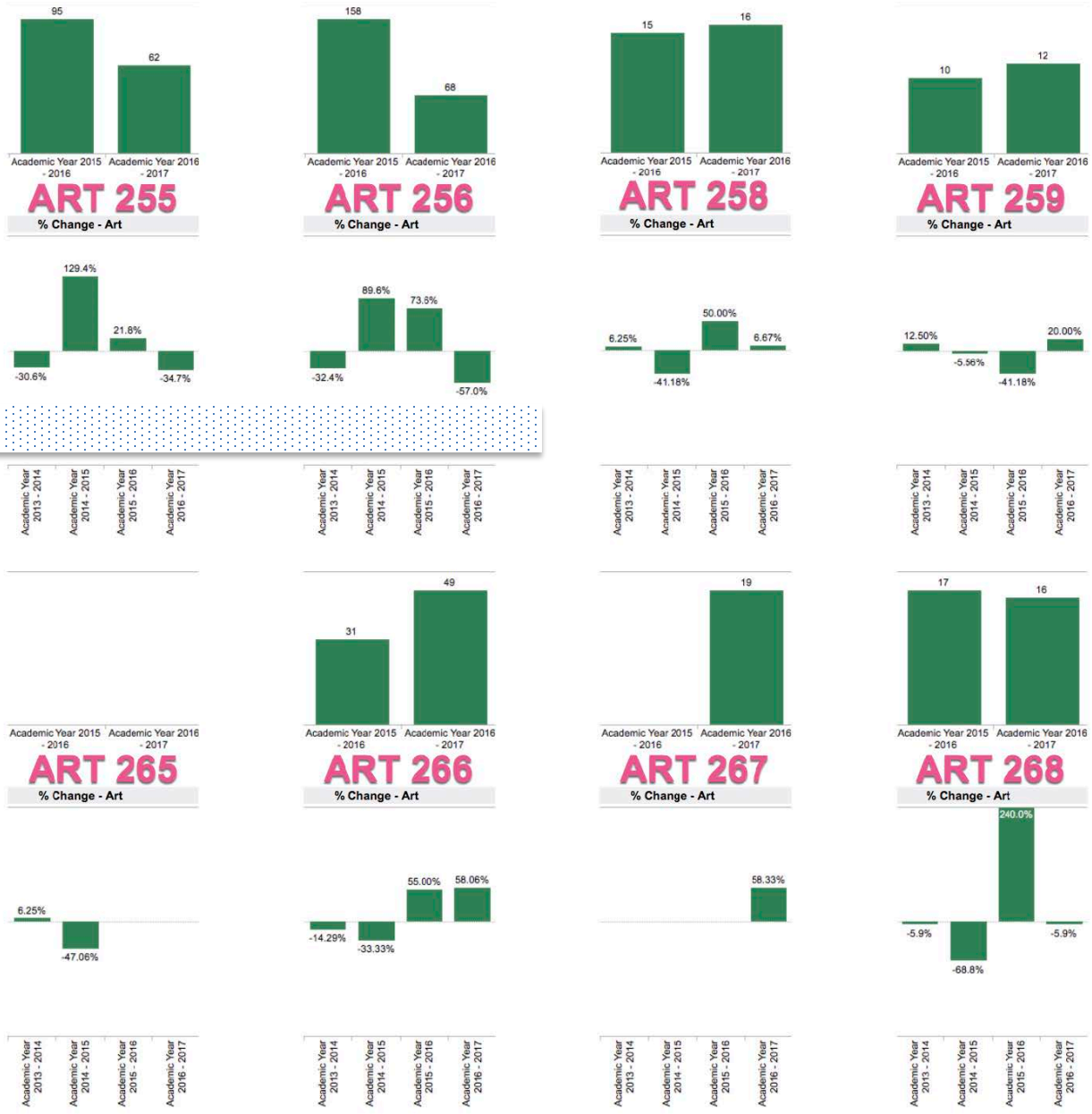
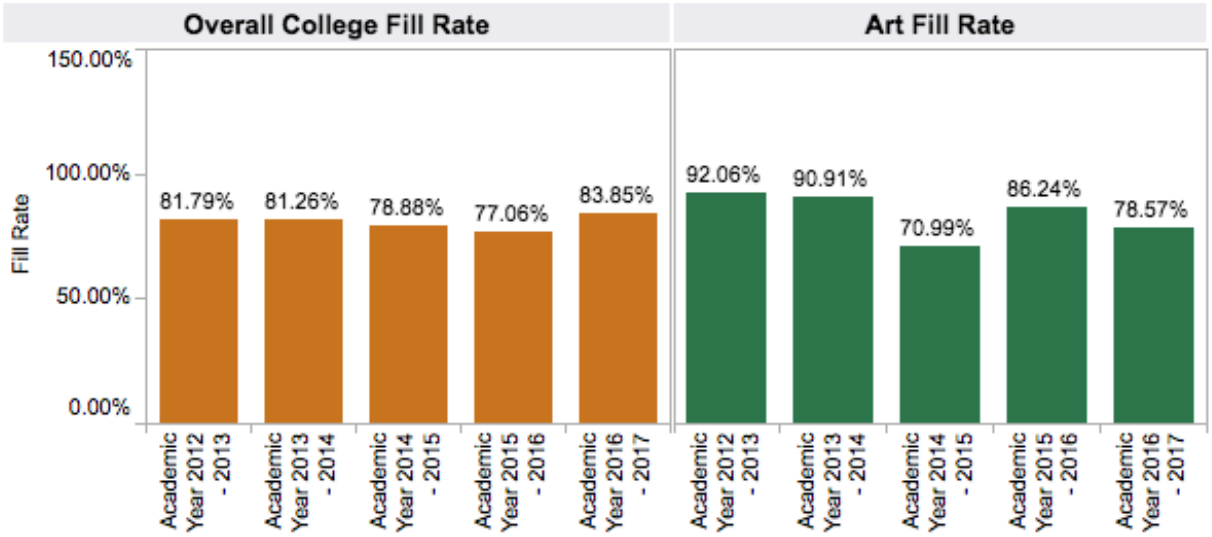


General Student Demand (Fill Rate)

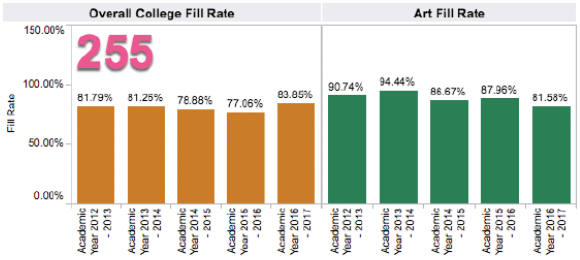
Insert the data chart and explain observed differences between the program and the college.

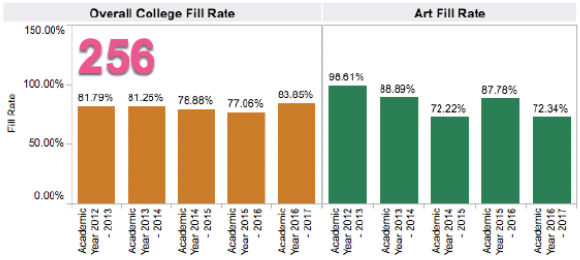
SLOCCCD Program Review Data - Student Demand (Fill Rate)

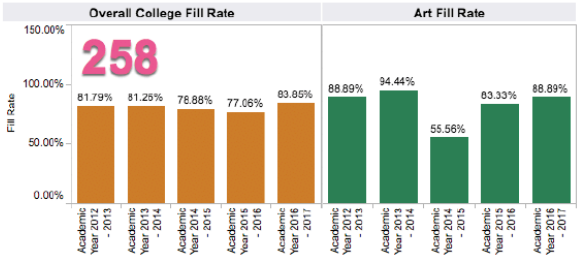
Department:	Course:	Dual Enrollment:	Prison
Art	(Multiple valu…	(All)	(All)

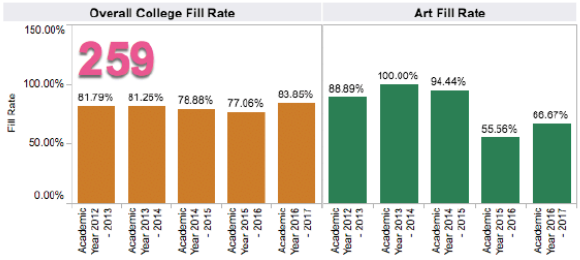


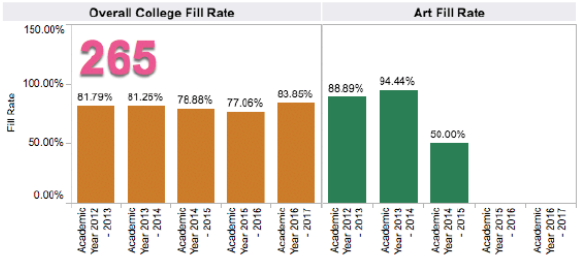
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

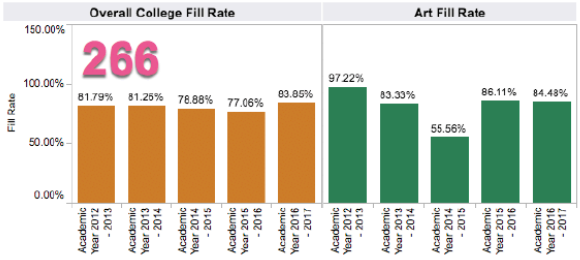


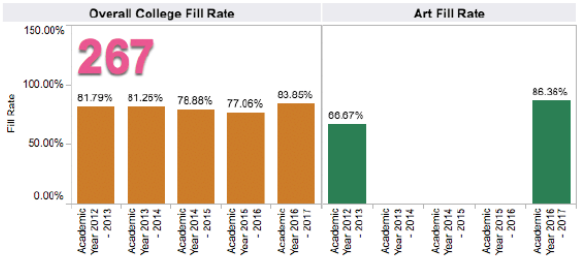


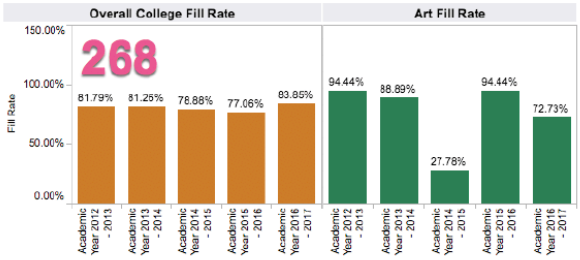








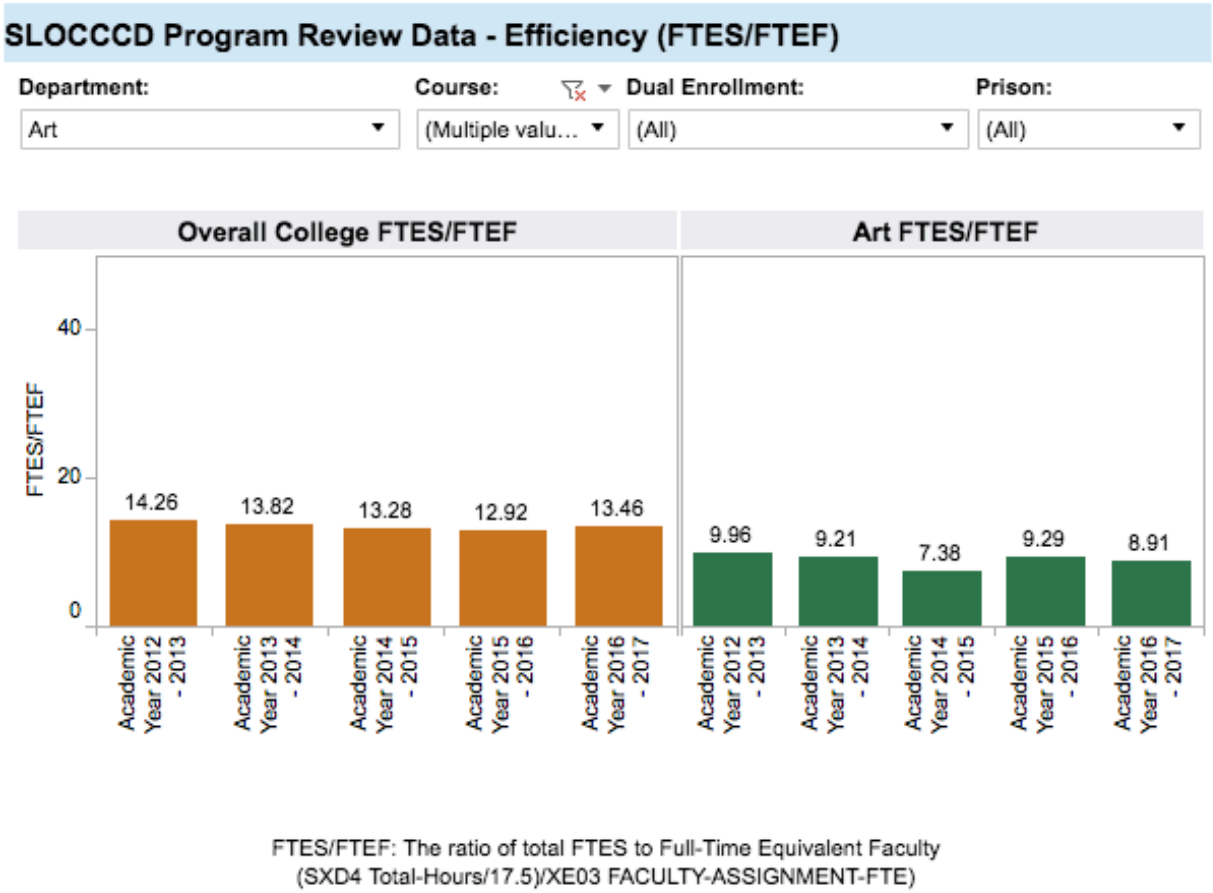




Graphic's increased class enrollment maximums from 18 to 22, and online limits to 24 in Fall 2016, with increasing availability of DE option, we start to see more DE enrollment and decreased on the face-to-face class. With new seats limits we will be able to keep our non-DE class at a stable level. We are planning more promotion and new class time to attractive more students to increase the fill rate.

General Efficiency (FTES/FTEF)

Insert the data chart and explain observed differences between the program and the college.



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency in graphics courses has increased from last time 7.38 to 9.29 in 2015-2016 and slowly back to 8.91 in 2016 - 2017, We are continuing to offer more fundamental courses and dual-enrollment to create a base for enrollment in graphics courses. Lower efficiency in intermediate courses will need to be tolerated for a couple years as we build the program.

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Student Success—Course Modality

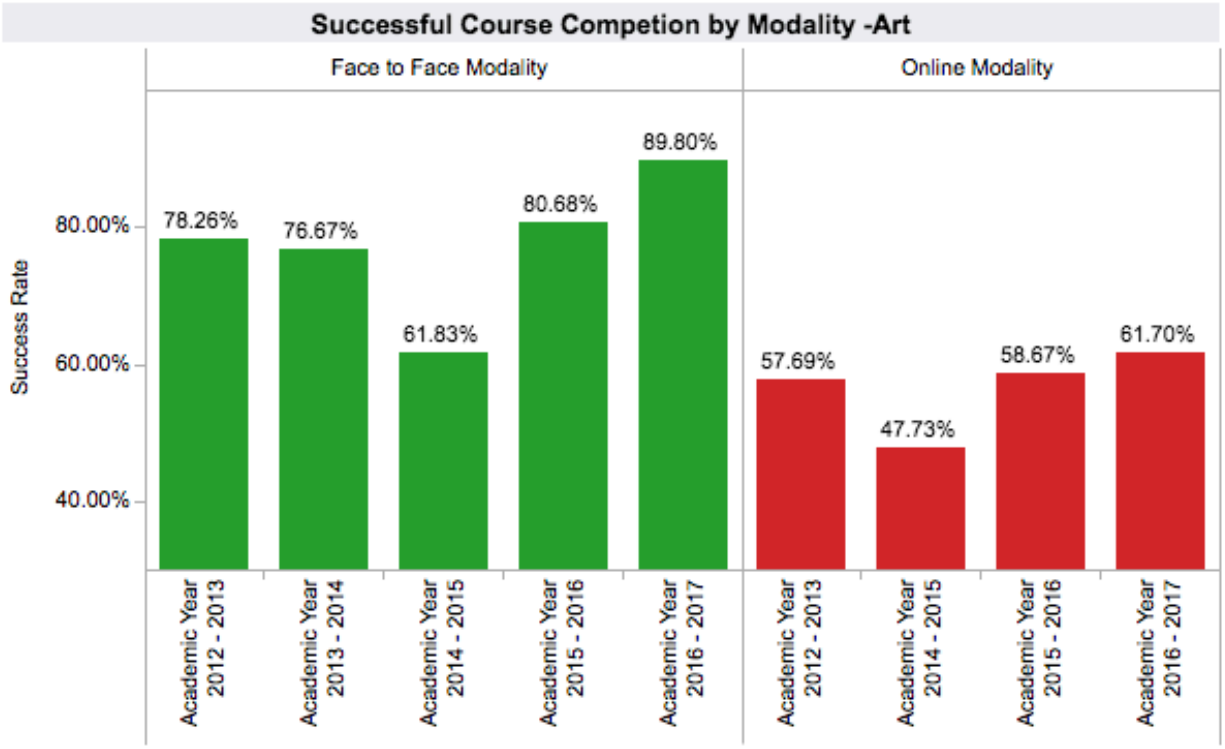
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art

Course: (Multiple values)

Legend: Face to Face Modality; Online Modality



Successful Course Competion by Modality Table - Art

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	79.41%	78.39%	73.72%	78.33%	75.72%
	Total Department Enrollments	2,366	2,235	2,192	1,947	1,743
Online Modality	Department Success Rate	80.82%	76.79%	74.14%	68.85%	68.45%
	Total Department Enrollments	73	56	232	366	355

Successful completion rates for graphics face to face courses are increasing. Thanks to enhanced class contents and teaching methods, and adopted new technology such as live collaboration document, our students are more engaged in the classroom which increased the success rate. In face to face class, we provide more one-on-one meeting to create studio-like environment to help student gain confidence and produce a stronger portfolio. It is natural to learn and experience graphic design in the studio. We will continue develop more modules for our face-to-face class.

Success rates for DE graphics courses (Art 255 which primarily focuses on Illustrator and Art 256 which primarily focuses on Photoshop) are significantly lower for DE courses. Dialogue with DE instructors is needed to help determine the cause.

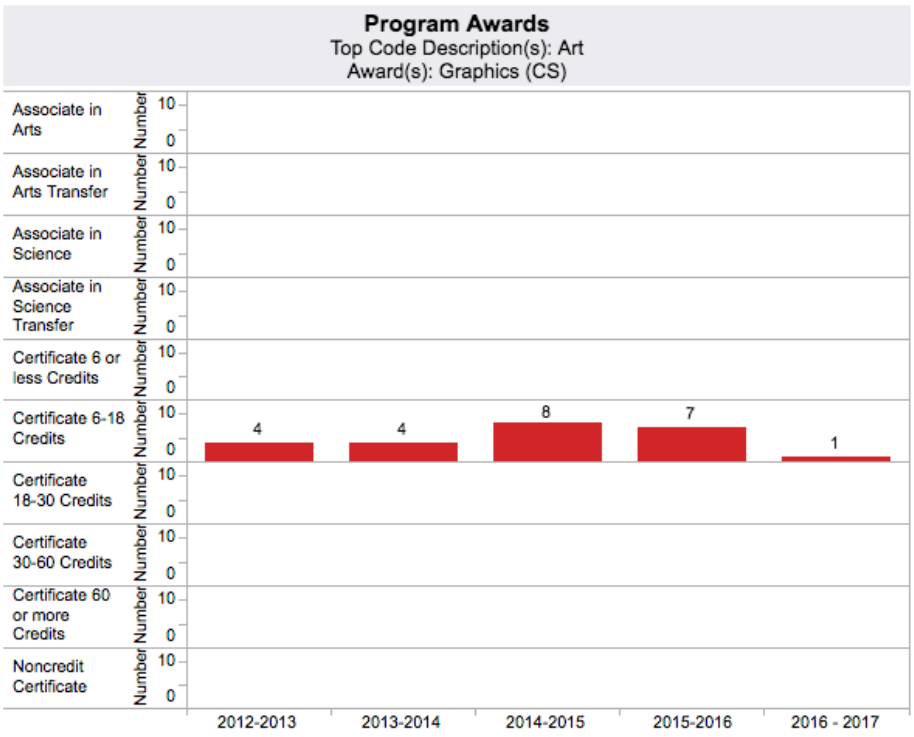
Degrees and Certificates Awarded

Completion the Graphics certificate stable in 2015-2016 and because we changed to a Certificate of Achievement with 24 credits to complete in 2016-2017, only one student was awarded the certificate and other are still working on the new certificate. We are planning to build two new 9-credit certificates in Web and UX design and Motion Design in an effort to increase the programs awards and better serve our students.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Art

Award Type: Graphics (CS)



Program Awards Table

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Certificate 6-18 Credits	Graphics (CS)	4	4	8	7	1
	Total	4	4	8	7	1
Grand Total		4	4	8	7	1

Program Awards: The number of degress and certificates awarded by program type

General Student Success – Course Completion

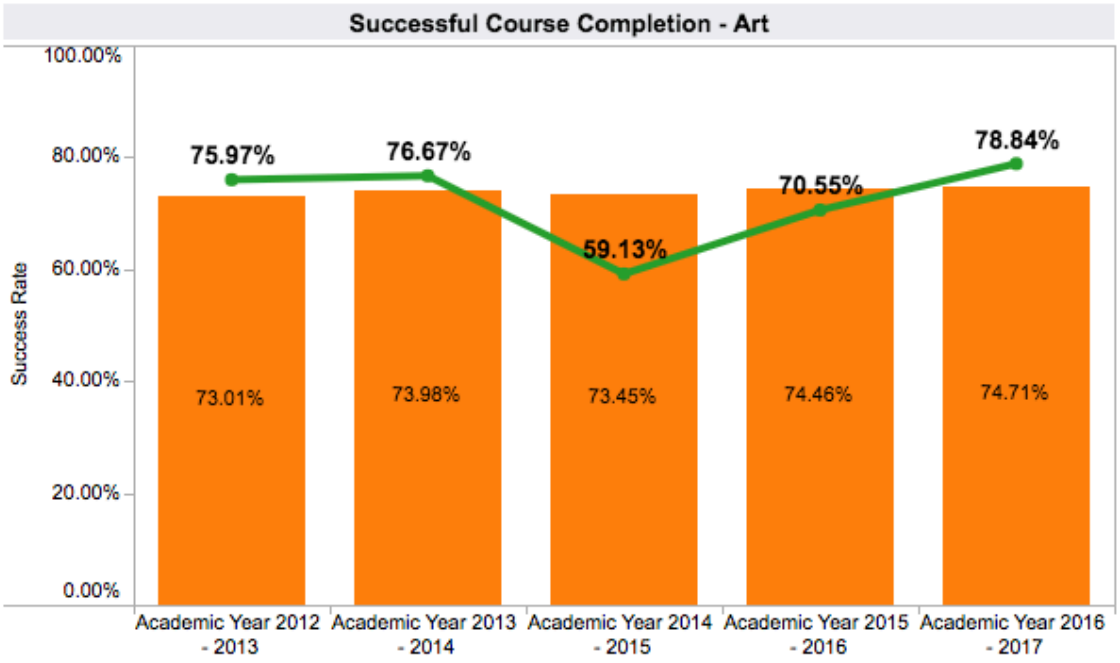
Successful completion rates for graphics courses in 2015-2016 and 2016-2017 are significantly higher than overall college and Fine Arts success rates. Thanks to enhanced class contents and teaching methods, and adopted new technology such as live collaboration document, our students are more engaged in the classes, which increased the success rate.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art

COURSE (Multiple valu…)

Legend:
- Department Success Rate
- Overall College Success Rate



Art Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	75.97%	76.67%	59.13%	70.55%	78.84%
Total Enrollments	233	180	230	326	242

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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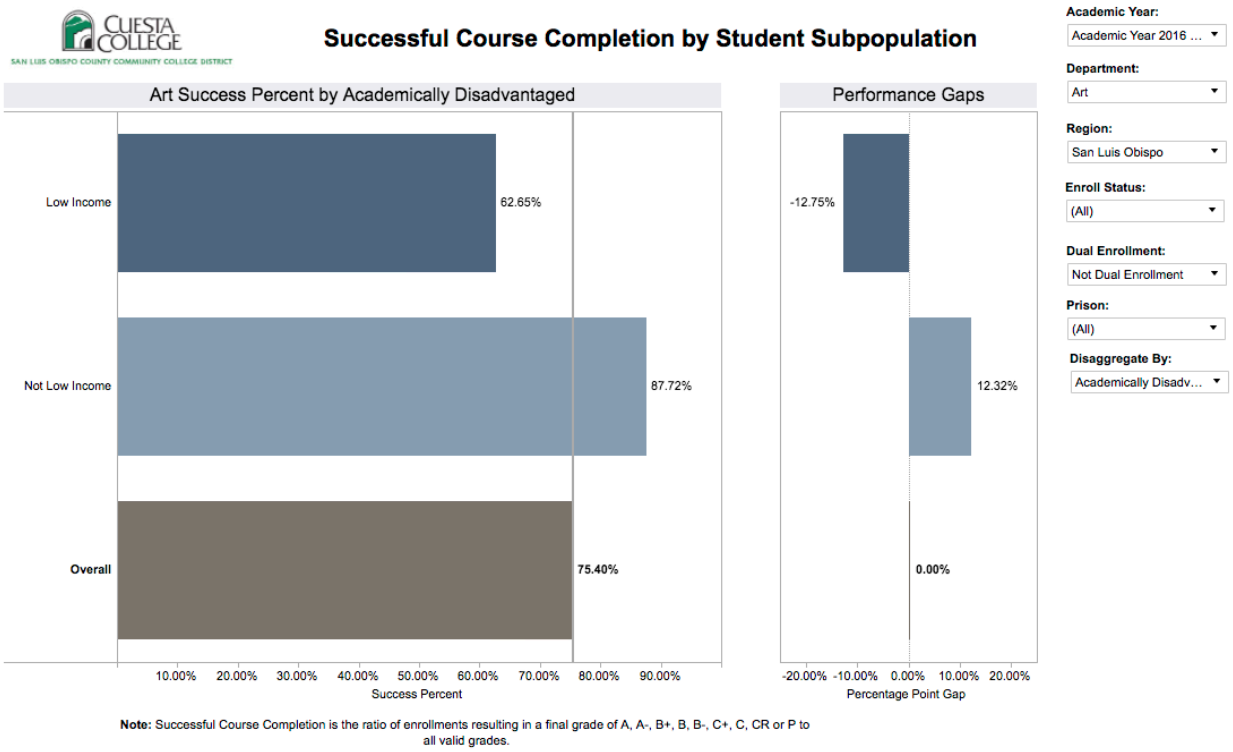

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable). N/A

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

At our recent assessment of our Studio Art Program, it was noted that Animation students tend to historically be weak on drawing skills. We will consider an Animation Certificate of 12-15 units. Suggested include courses ART: 220, 221, 224, 255, 265. Although not a Graphics certificate, it will overlap with the Graphics program. Assessment for the current Graphics certificate will occur at the end of Spring 2018 semester, and will be based on the capstone work completed in the Graphic Design II class currently being taught. Informal assessment of student Graphic work is guiding the discussion on creating new small certificates.

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PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes.
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

Graphics is planning to improve our online exposure to the public by showcasing student work and providing students free web space to build their online portfolio as well.

We also plan to outreach our dual-enrollment schools and local high schools to send flyer and other promoting materials to showcase student works and introduce our program. We are currently working on finding a technical solution to printing and binding marketing brochures in-house.

Graphics Fill Rate enhance plan is to offer more information to the other departments, strengthen our curriculum, and rename long class names to be clearer and easier to understand the title.

After two years of expanding, now we have an optimized graphic design curriculum including interactive and motion, whose areas are in high demand in the industry. It will help our students find better positions when they start to look for a job. In the future, we will focus more on building a stable, enhanced schedule to increase enrollment and fill rate, small certificates to increase Certificates awarded, and workforce preparation.

And we will keep working on current DE low successful completion rates, and work with instructors to enhance the DE teaching contents in increasing success. We will continue to revise our curriculum to realign the program with increased applicability to a career focused pathway, and we will embed Universal Design for Learning concepts to maximize successful learning and course completion for all learners.

Graphics are work to enhancing 7137 space with new funded furniture and stools to provide and build high levels of graphic design digital resources to our student. We are seeking opportunities to get latest Wacom pen displays attached to our current lab computers.

We are looking for support to build an iMac Pro based Augmented Reality design workstation and AR devices to provide the student experience of AR design ahead of other schools.