

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Graphics

Planning Year: 2015-16

Last Year CPPR Completed: 2013-14

Unit: Fine Arts

Cluster: Humanities

Next Scheduled CPPR: 2019

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. Program Support of District Mission, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes: Identify how your program, within the past year, has helped the District achieve its Institutional Goals and Objectives, and/or how it has helped students achieve specific [Institutional Learning Outcomes \(ILOs\)](#), and provide data or evidence that demonstrates the progress. Please refer back to the [Planning Documents](#) section of this document.

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 Graphic Design Certificate and a transfer degree in Graphic Design are two ways we expect to increase the number of students who will be transfer-prepared and degree/certificate earners. We are poised to revise curriculum in 2015-16 and again as soon as the AA-T Graphic Design degree is released from the state.

Last year the district supported Fine Arts' need for a full-time hire in Graphic Design through the institutional faculty prioritization process. Unfortunately, the hire was not a good fit, and she resigned with the understanding that she would leave after the spring 2015 semester. The replacement of that position due to the new institutional process of replacing faculty who leave in the first two years of tenure will allow us to rehire the position for fall 2015. The hire of a lead faculty in this area will be the biggest contribution to:

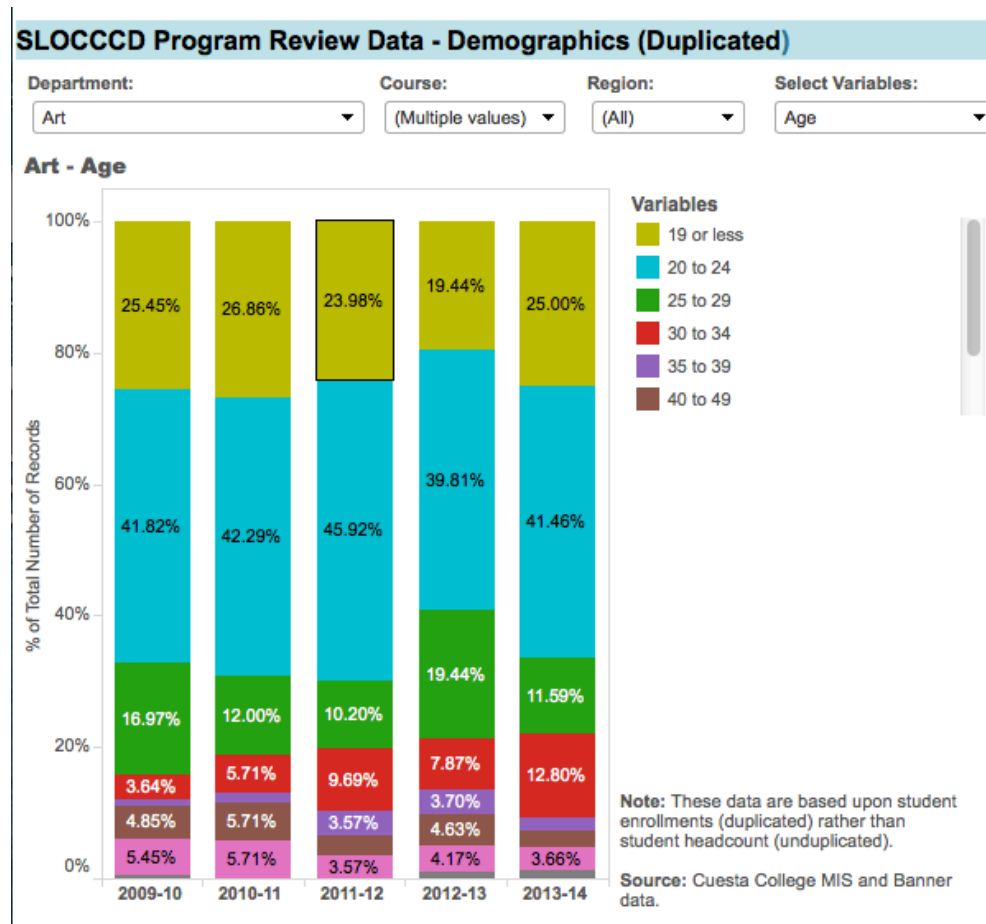
- Increased student success in transfer and certificate completion.
- Improved Continuity of courses,
- effective oversight of scheduling for Graphic Design courses,
- necessary curriculum development, and
- expanded office hours to support and mentor students as they move through a series of courses.

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. Furthermore, this program should be a career-technical program,

and the new faculty can serve as the lead in that program redesign.

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 2013-14, 24.39% of students in our graphics courses were 25-40 years old.



Graphic Design helps students successfully meet several **Institutional Learning Outcomes:**

ILO 1. Personal, Academic, and Professional Development

Students who 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. While such positions may not be listed as design jobs, they may well include positions such as administrative assistants who are required to update the company website (a recent SLO real estate company hire), or positions requiring typography skills needed for transportation, architectural and other types of planning positions that require visual 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.

II. Program Data Analysis and Program-Specific Measurements

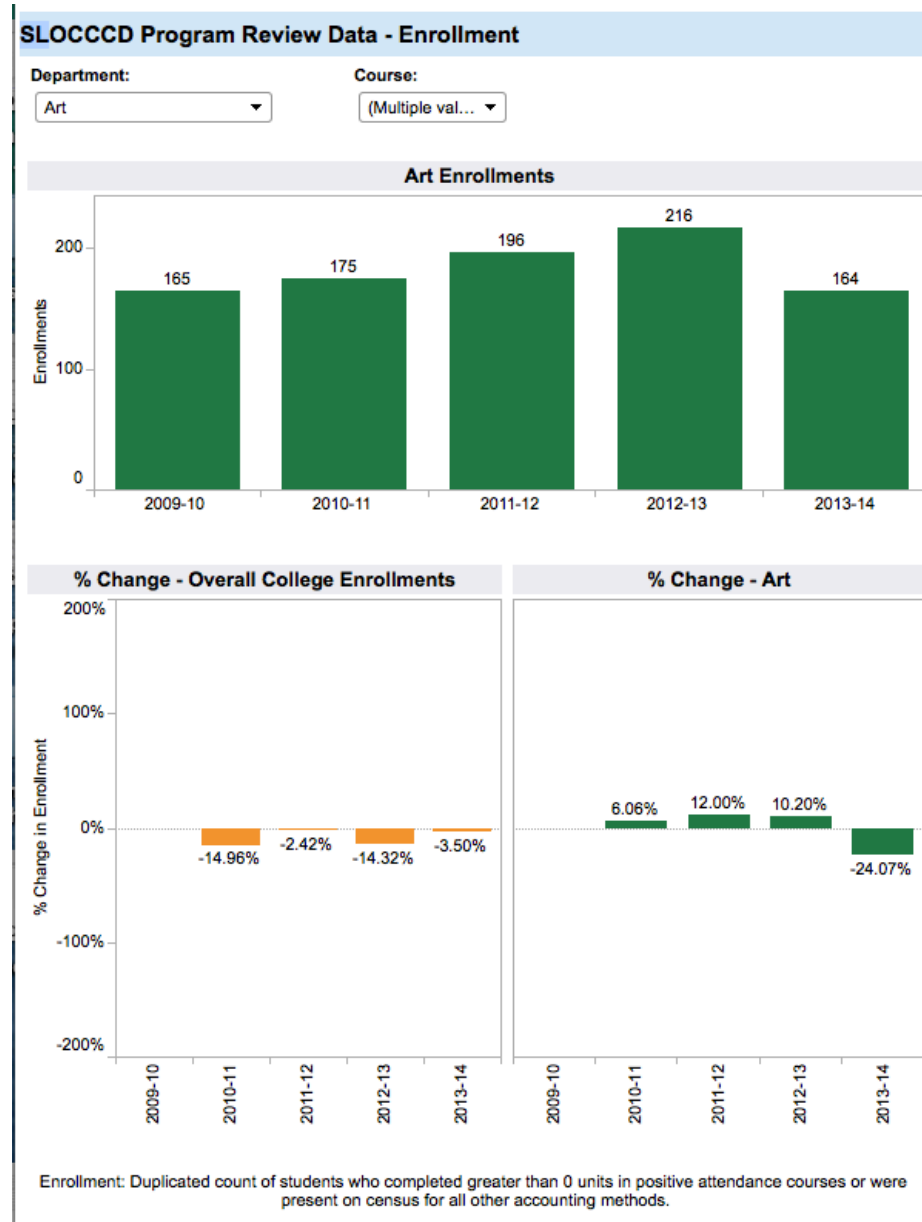
This should be an update on the data analysis from the last CPPR

The Graphics Certificate includes Art 220: 2-D Design, Art 221: Drawing I, Art 255: Illustrator, Art 256: Photoshop, Art 258: InDesign Art 259: Dreamweaver and Art 266: Graphic Design. Art 220 and 221 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 Art 221 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: Dreamweaver, Art 265 Flash, 266: Graphic Design, 267: Int. Graphic Design, Art 268: Typography

A. Enrollment

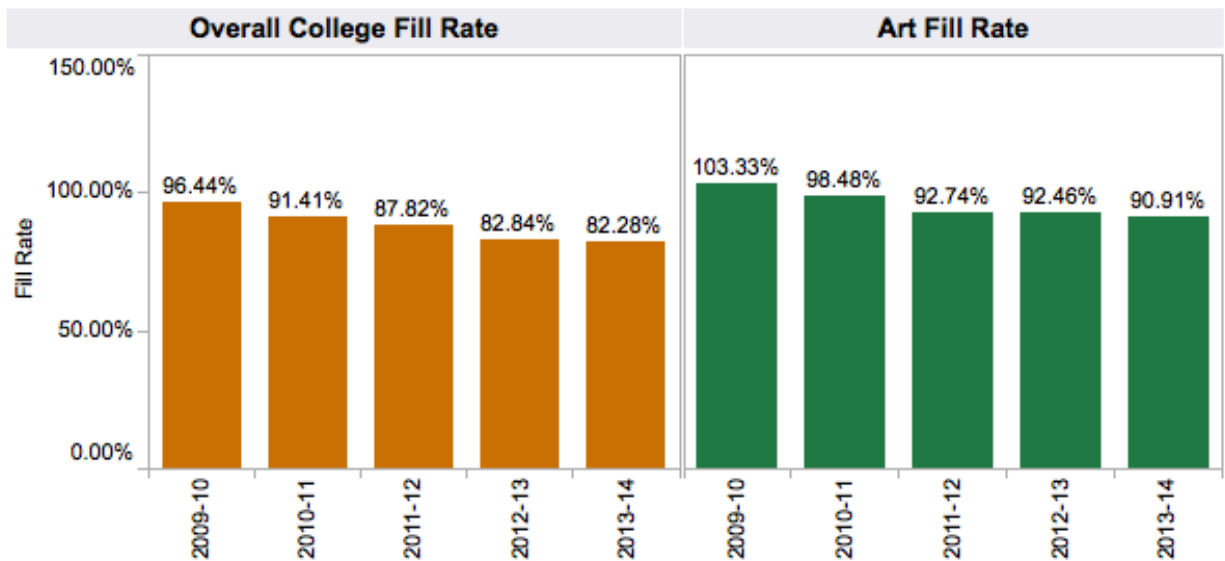


Enrollment in graphics courses dropped 24.07% in 2013-14 primarily due to a decrease in graphics courses offered. Lack of a full-time lead and difficulty in hiring adjunct faculty meant we could only offer ten graphics courses that year. We offered three additional digitally-based courses in the lab that were not included in the data because they are not specifically part of the graphics track: Art 293 Portfolio Presentation (fall only) serves all Studio Art students and Art 253 Digital Art (offered fall and spring) is a digital course for studio art (AA and AA-T) majors.

B. [Student Demand \(Fill Rate\)](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

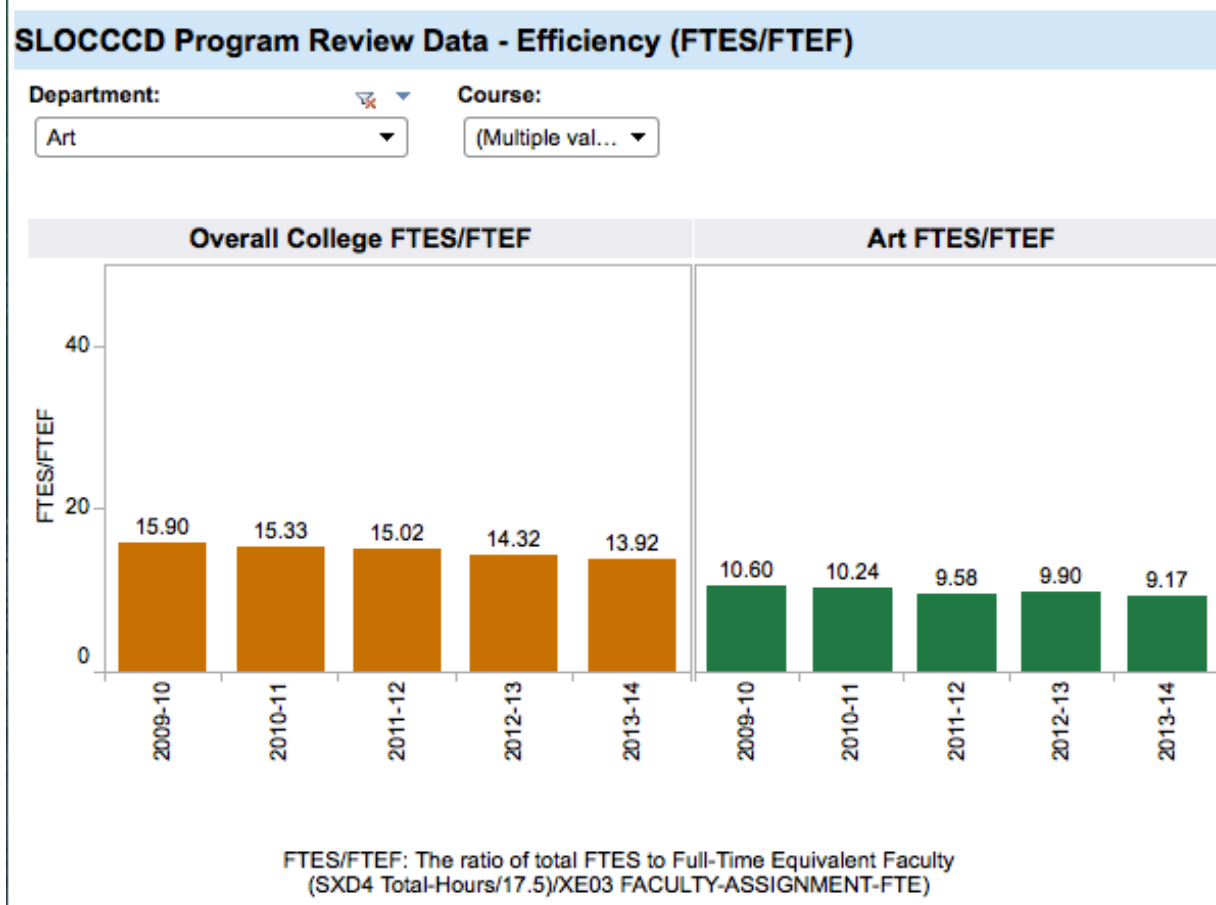
Department: Course:



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.

Fill rates in 2013-14 dropped 1.55%, but at 90.91% remained significantly higher than overall college fill rates (82.28%) and Art divisional fill rates (85.67%)

C. Efficiency (FTES/FTEF)



Efficiency in graphics courses has declined proportionally to the decrease in overall college efficiency. Due to smaller studio courses, it is likely that graphics will not achieve the FTES/FTEF of lecture courses seen in 2009-10 when we had a 103.33% fill rate and 10.60 efficiency. However, we will strive to attain an efficiency closer to or over 10 next year. For fall 2015, we are offering more fundamentals courses (Photoshop and Illustrator) to create a base for enrollment in graphics courses. Lower efficiency in intermediate courses will need to be tolerated for a couple years.

D. Student Success – Course Completion

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

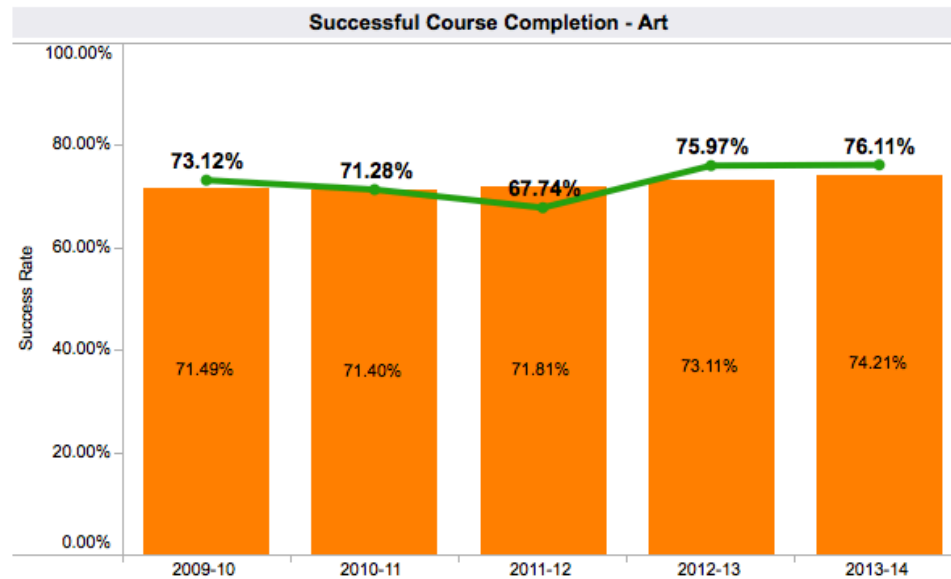
COURSE

(Multiple val...

Legend:

Department Success Rate

Overall College Success Rate



Art Success Rate Table

	2009-10	2010-11	2011-12	2012-13	2013-14
Department Success..	73.12%	71.28%	67.74%	75.97%	76.11%
Total Enrollments	186	195	217	233	180

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

Successful completion rates for graphics courses are slightly higher than overall college success rates. As we revise our curriculum to realign the program with increased applicability to a career focused pathway, we will embed Universal Design for Learning concepts to maximize successful learning and course completion for all learners.

SLOCCCD Program Review Data: Successful Course Completion

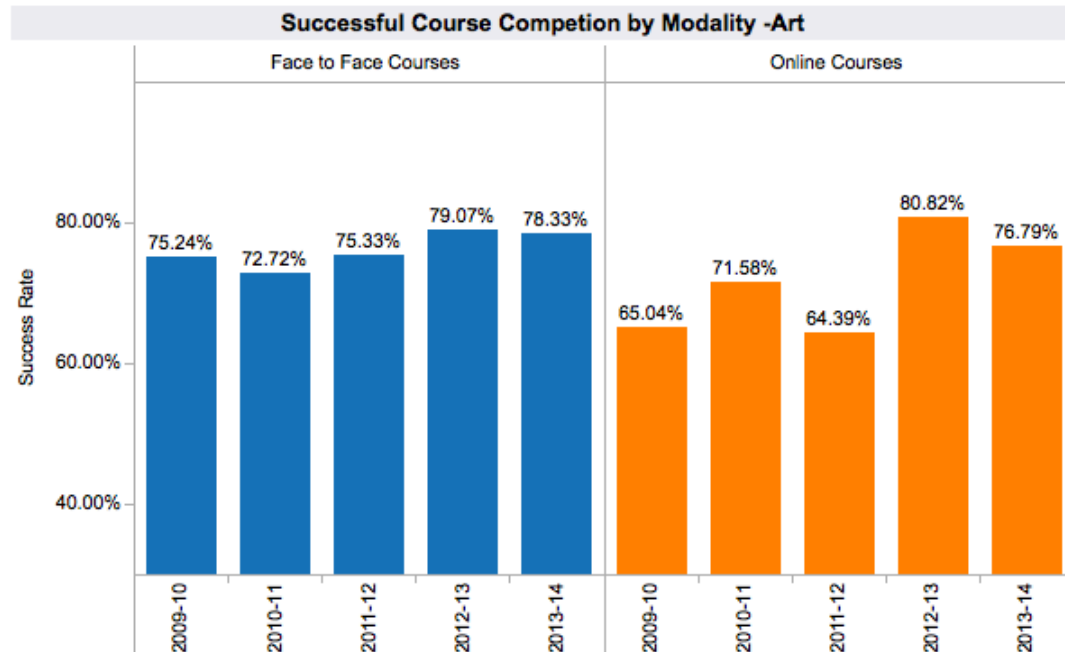
Select Department:

Art

Legend:

Face to Face Courses

Online Courses



Successful Course Completion by Modality Table - Art						
		2009-10	2010-11	2011-12	2012-13	2013-14
Face to Face Courses	Department Success Rate	75.24%	72.72%	75.33%	79.07%	78.33%
	Total Department Enrollments	2,921	2,676	2,547	2,366	2,234
Online Courses	Department Success Rate	65.04%	71.58%	64.39%	80.82%	76.79%
	Total Department Enrollments	123	95	132	73	56

Institutional data does not yet disaggregate courses for DE modality. Fine Arts offers two graphics courses (Photoshop and Illustrator) and one GE course (Art Appreciation) in distant education modality. Student course completion for face-to-face and Online courses are similar for the past two years.

E. Degrees and Certificates Awarded

Program Awards Table						
Award T..	Award	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associat..	AA-T Studio Arts					2
Certificate	CA Graphics		1			
6-18						
Credits	CS Graphics	3	5	2	3	4

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

We survey students in our Art History courses to identify Art History majors and for additional information ask about our other degrees and Graphics certificate. Each year more than three times the number of students self identify as pursuing our Graphics certificate than actually get our certificate. We are hopeful that new full-time leadership and a stronger program can assist students with certificate completion and that Degree Works will assist students who complete the course work in obtaining the certificate.

F. Other Relevant Program Data (optional)

Labor market information from the California Employment Development Department states, "The demand for Graphic Designers in California will continue to grow due to the expanding market for Web-based information and the expansion of the video entertainment market. Those with a bachelor's degree and knowledge of computer design software will have the best opportunities. Jobs for Graphic Designers are expected to increase by 12.5 percent, or 4,300 jobs between 2012 and 2022." (<http://www.labormarketinfo.edd.ca.gov/>). We had five students accepted into Cal Poly's Graphic Design Program for fall 2015.

III. Program Outcomes Assessment and Improvements:

Assessment Cycle Calendar and Program Assessment Summary (CPAS) are located at the end of the document.

Improvements and Budget Requests

With the hire of a full-time Graphic Design instructor we were able to grow our program by six sections in 2014-15. We found that 3-unit (6-hour) Friday courses were a viable option. Offering more than one night course is currently not viable. We were able to quickly fill three 9-week DE courses that started the second half of the semester. We place two qualified instructors in our part-time pool and hired one, Rebekah Venturini, to teach four courses in 2014-15.

Fine Arts recommends a significant remodeling of the Graphics lab/classroom to:

- Prevent noise from students in Performing Arts interfering with instruction
- Improve media presentations
- Facilitate improved instructor interaction with students

The Graphics lab needs new scanners and tablets. These are included in our Resource Plan and provide the tools/technology needed to meet all outcomes for the Graphics program.

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

Our goals for Cuesta's Graphics discipline are geared primarily toward transfer students who need a bachelor degree to gain successful employment in the Graphic Design field. A secondary emphasis is on assisting students who hope to enter a graphics-related job without a Bachelor's degree or workers who need graphic design skills for current employment. San Luis Obispo County has eighty-nine employers in advertising and related services and one hundred twenty-four specialized design services. (<http://www.labormarketinfo.edd.ca.gov/>) In addition, many local employees, such as administrative assistants and small business owners, have the opportunity to advance professionally with increased skills in graphic design and software knowledge.

Graphic Design Three-year plan 2015-18

2015:

Hire a full-time instructor who can teach our current courses and grow our program

2015-16:

1. Review curriculum
2. Revise curriculum to:
 - A. Utilize Universal Design strategies to ensure student success for underprepared students and create solid, challenging curriculum for all students

Curriculum should focus on skill building with computer applications and physical presentation, design theory and application, and a Fine Arts' approach to solutions that encourage creativity and originality.
 - B. Create a clear and defined pathway through the Graphics program
 - C. Articulate with Cal Poly's Graphic Design program for the following reasons:

- Students are attracted to Cuesta in hopes of transferring to Cal Poly
 - If a student is prepared for transfer to Cal Poly's rigorous program they will have a high acceptance rate at other CSUs
3. Create a new Graphics Certificate that would be applicable to students who:
- Want to enter the workforce in graphics support fields or as professional development for those already in the workplace such as office managers, small business owner and others that could benefit from graphics skills
 - Intend to transfer to 4-year institutions

2016-18:

1. Create an AA-T as soon as the degree is available from the California Community College Chancellor's Office
2. Develop curriculum that is responsive to the workplace and changes within the graphics field (motion-based, Apps, web design, etc.)
3. Outreach to underserved populations and local High Schools
4. Explore CTEA opportunities

Assessment Cycle Calendar:

	"X" =assessment, analysis, and changes (if needed) completed																					
	"A" = Assessment planned based on regular cycle																					
	my docs/curriculum/course slos/assess_map.xlsx		SLO	F2011 pre	F2011	S2012	SUM201	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019
.ART 255	ILLUSTRATOR: ART,DES.,ILL	07 X2007 Approved Change .	x		X						X						A					
.ART 256	PHOTOSHOP:A RT,DES.,PHOTO	07 X2007 Approved Change .	x		X						X						A					
.ART 258	INDESIGN:ART, DES.,PHOTO	06 X2007 Approved Change .	x			X							A					A				
ART 259	ADOBE DREAMWEAVE R	F2010	x		X					X						A						
.ART 265	FLASH:ART, DES, & ANIM	02 X2008 Approved Change .	x			X							A				A					
.ART 266	GRAPHIC DESIGN	04 X2003 Approved Change .	x		X						X							A				
.ART 267	INT GRAPHIC DESIGN	03 S2003 Approved Change .	x						X						A							
.ART 268	TYPOGRAPHY	02 S2007 Approved Change .	x		X					X						A						
	"X" =assessment, analysis, and changes (if needed) completed																					
	"R" = revised Curriculum effective and new assessment planned for that semester																					
	"A" = Assessment planned based on regular cycle																					

Course or Program Assessment Summary

Division: Fine Arts
2015

Program: GRAPHICS

Date: Spring
v. 3 2012

Courses in program, or course: Graphics Certificate includes Art 220, 221, 255, 256, 258, 259, 266

Faculty involved with the assessment and analysis: Margaret Korisheli, Doug Highland, David Prochaska, Jarred Pfeiffer, Maria del Mar Navarro

Course-to-program outcome mapping document** is completed Yes X
No _____

1	Student Learning Outcome Statements: Program	<p>Upon completion of the courses in Graphics Certificate, the students will be able to demonstrate the following skills and knowledge:</p> <p>Program SLOs for Graphics</p> <ol style="list-style-type: none"> 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
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		<p>employed in Graphic Design and Graphic Communication</p> <p>4. Evaluate and Analyze graphic design and visual communication work</p> <p>5. Design and prepare professional graphic design work</p>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Using a rubric with the Program SLOs, the full-time art studio faculty assess the electronic portfolios and written statements of each student who successfully completes Art 293: Portfolio Presentation. This course is a capstone exit class in which art students package and present their artwork. Students in Art 293 learn professional practices in art and explore the steps to moving from the community college to higher levels of art education and/or working and exhibiting in the art field
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	On February 6, 2015, the full-time art studio faculty met to collectively analyze the individual assessments of the portfolio of one Graphic Design student who completed the Portfolio Presentation class in the fall of 2014.
4	Assessment Results Summary (summarize Data)	The student did not meet the learning outcomes.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	It was impossible to assess the graphics program given the small sample size. In addition, the student's work was very weak and was not reflective of a graphic design focus.
6	Recommended Changes & Plans for Implementation of Improvements	<p>Although we could not recommend specific changes to the program based on student outcomes due to the lack of graphics' portfolios this year, suggestions/observations for the program discussed among faculty include:</p> <ul style="list-style-type: none"> • It will take time to grow the Graphics program. • The need to build up a body of students will necessitate tolerating some lower enrolled courses. • Outreach and clear directives for how a student progresses through the program are essential. • The Graphic Design students may need a portfolio class that is specific to the discipline. • We should change the prerequisite for Graphic Design to Illustrator only (rather than Illustrator or Photoshop)
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Our full-time graphic design instructor has given the chair and other faculty suggestions for the program and full-time faculty have discussed changes at division meetings.