ANNUAL PROGRAM PLANNING 2016-2017

CURRENT YEAR: 2015-2016
PROGRAM: GRAPHICS
CLUSTER: HUMANITIES
LAST YEAR CPPR COMPLETED: 2013-14
NEXT SCHEDULED CPPR: 2018-19
CURRENT DATE: MARCH 4, 2016

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

GENERAL PROGRAM UPDATE

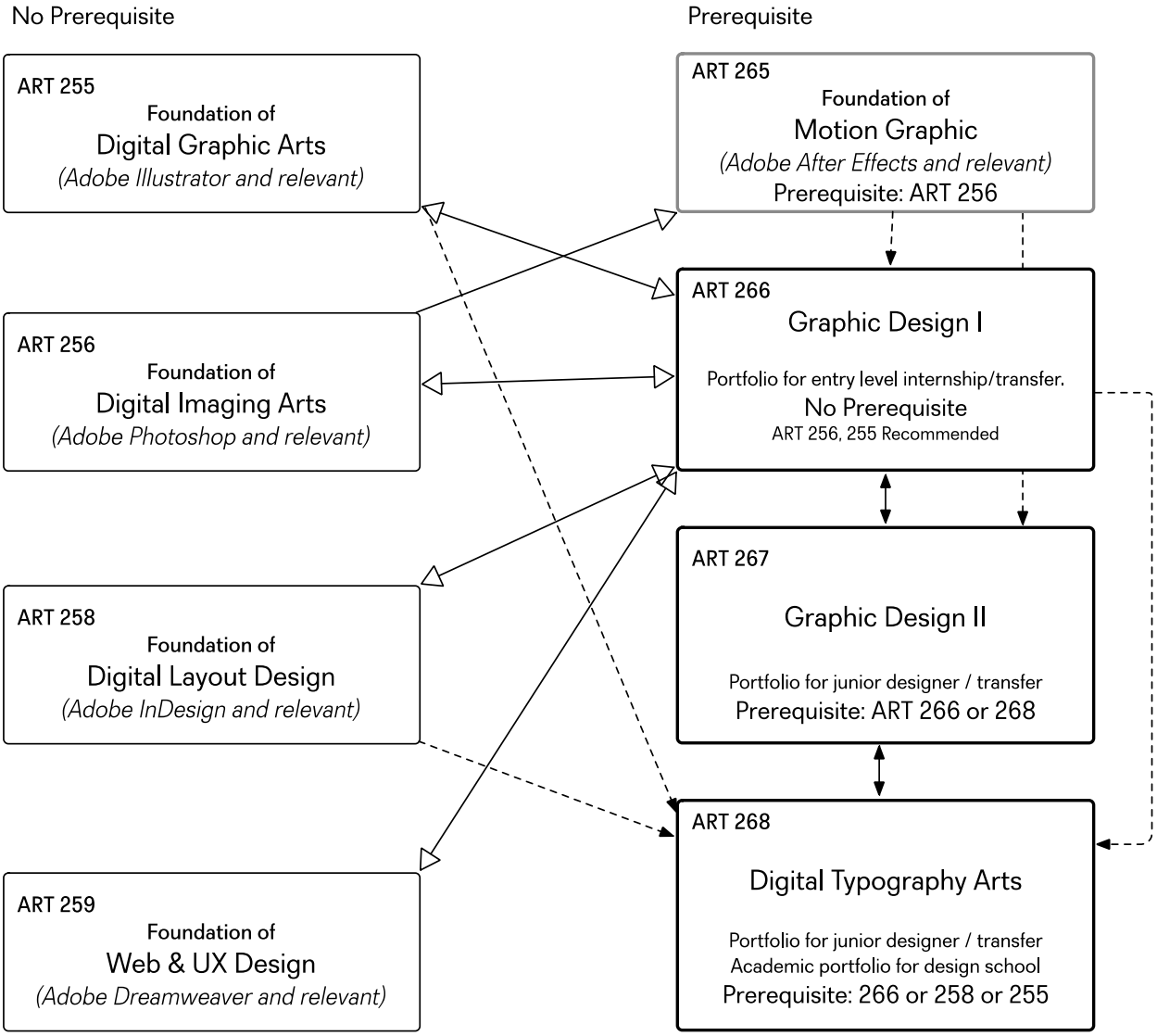
The past year our Graphics program has seen growth and stabilization. Our new full-time hire, Cangou Liu, has accomplished much in the short time he has been with us. He revised all but one of the Graphics courses:

Art 255	Foundation of Digital Graphic Art (formerly Illustrator)
Art 256	Foundation of Digital Imaging Art (Photoshop)
Art 258	Foundation of Digital Layout Design (InDesign)
Art 259	Foundation of Web and UX Design (Dreamweaver)
Art 266	Graphic Design I
Art 267	Graphic Design II (Intermediate Graphic Design)
Art 268	Digital Typography Art (Typography)

With these changes he has moved our Graphics' curriculum from software-based titles to an emphasis on content and skills. The original software such as Photoshop and InDesign are still fundamental to the courses, but they are now more integrated with the other Adobe Creative Suite software in a way that parallels the actual workflow of graphic designers. Next fall, he will revise Art 265 (Flash) to Art 265 Foundation of Motion Graphic, which will further expand our coverage to current graphic design territory.

We have revised our Graphics certificate from a certificate of Specialization to a Certificate of Achievement to better serve students. Canguo made a flow chart to guide students through the program:

Cuesta Design Programs Pathway



Canguo has been working to improve the instructional flow in the classroom. He is formulating plans for long-range changes and has made immediate changes with equipment that was available this year. He added a flat screen television to the classroom to enhance the demonstration; a table for an in class work space to keep the paper and screen work balance of design process; and implement newly introduced Dropbox Paper and Dropbox Team to simulate a collaborated design studio experience.

To promote graphic design and other art department courses, Canguo plans a cross-class poster design projects during the enrollment period to let students create poster for the ART classes. This project let a student do more research to the classes we offered. Graphic Design programs will continue the poster project this year and finally convert it as one of the fixed academic activity.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

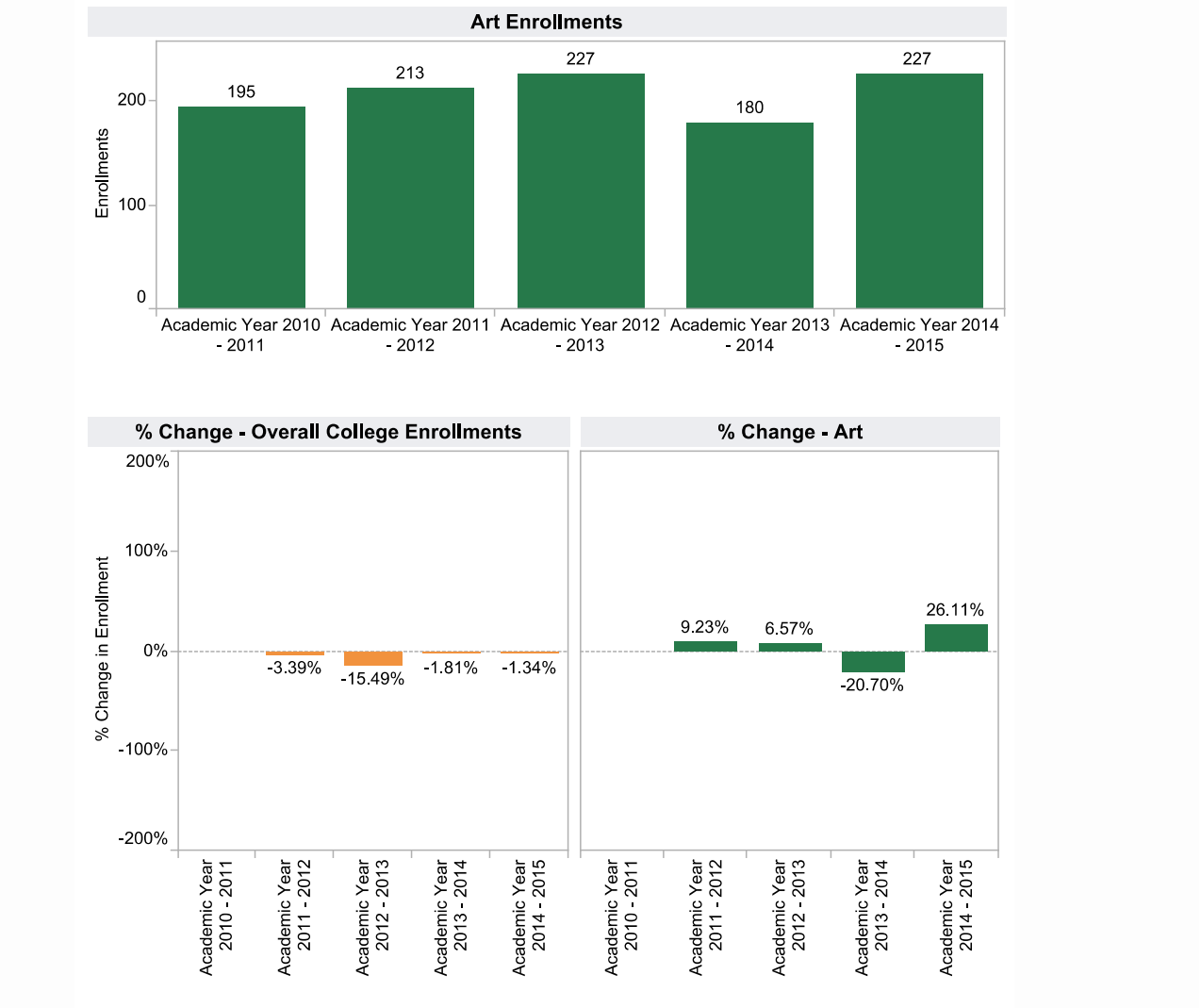
The current Graphics Certificate of Specialization includes Art 220: 2-D Design, Art 221: Drawing I, Art 255: Illustrator, Art 256: Photoshop, Art 258: InDesign Art 259: Dreamweaver and Art 266: Graphic Design. Art 220 and 221 are fundamental courses in our studio art degrees and are extremely popular 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

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

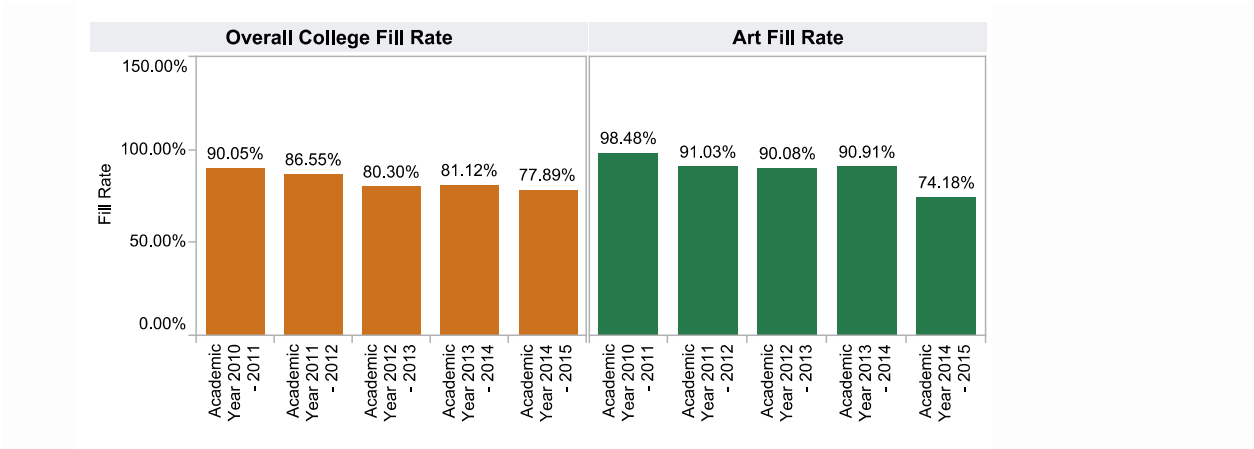
ENROLLMENT



Enrollment in graphics courses increased 26.11% in 2014-15 due to we offered more digital foundational courses. We are continuing to offer more fundamental courses in the fall to create a base for enrollment in graphics courses.

Enrollment - Graphics

STUDENT DEMAND



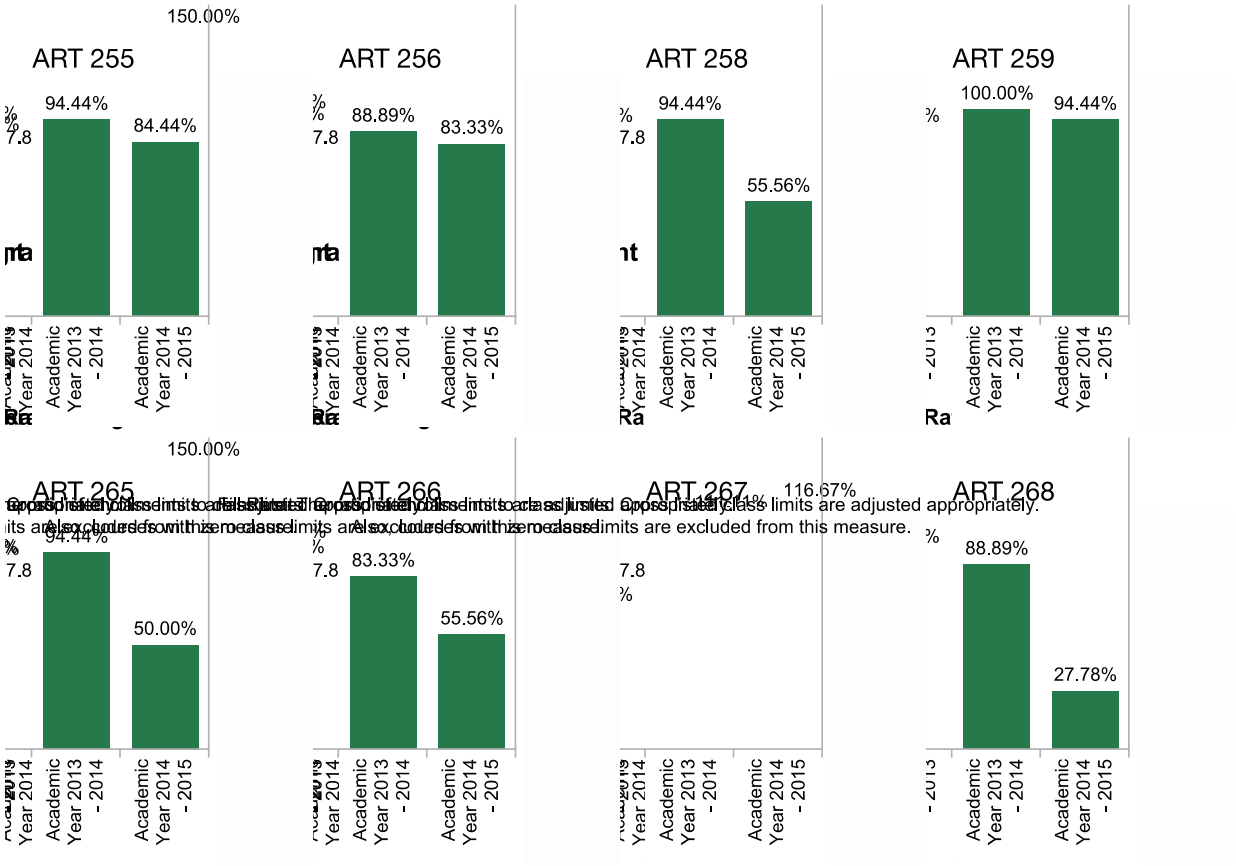
Fill rates in 2013-14 dropped 16.73%, ART 259 (94.44%) with the highest student demand and ART 268 (27.78%) had the lowest student demand in 2014-15. The fill rate for this year (spring 2016) is 16 students out of an 18 seat cap. We attribute this increase to promotion that happened in Graphics courses in fall 2015.

Student Demand (Fill Rate)

Student Demand - Graphics

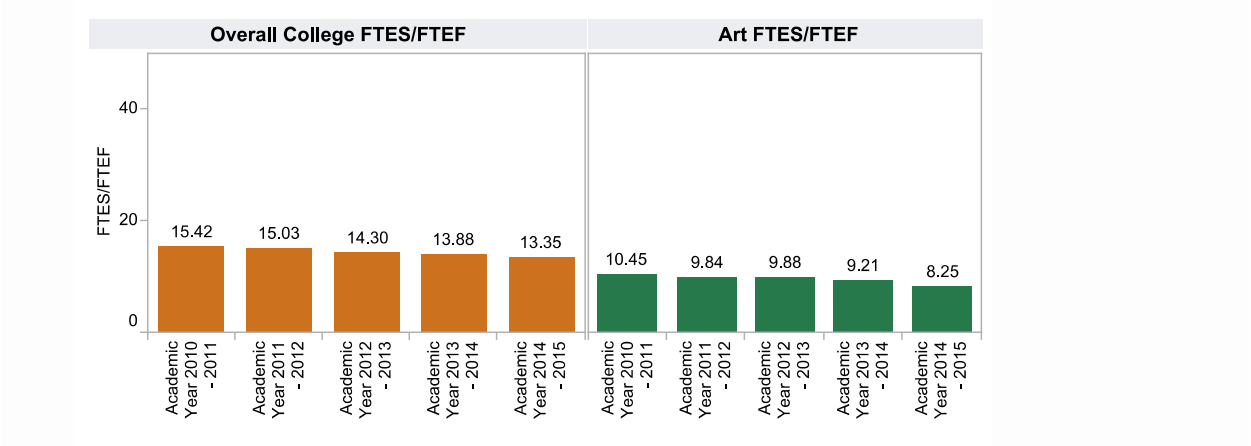
Department: Art **Course:** ART 258 **Course:** ART 259

Overall College Fill Rate Art Fill Rate **Art Fill Rate**



Also excludes sections with zero class limits are excluded from this measure.

EFFICIENCY



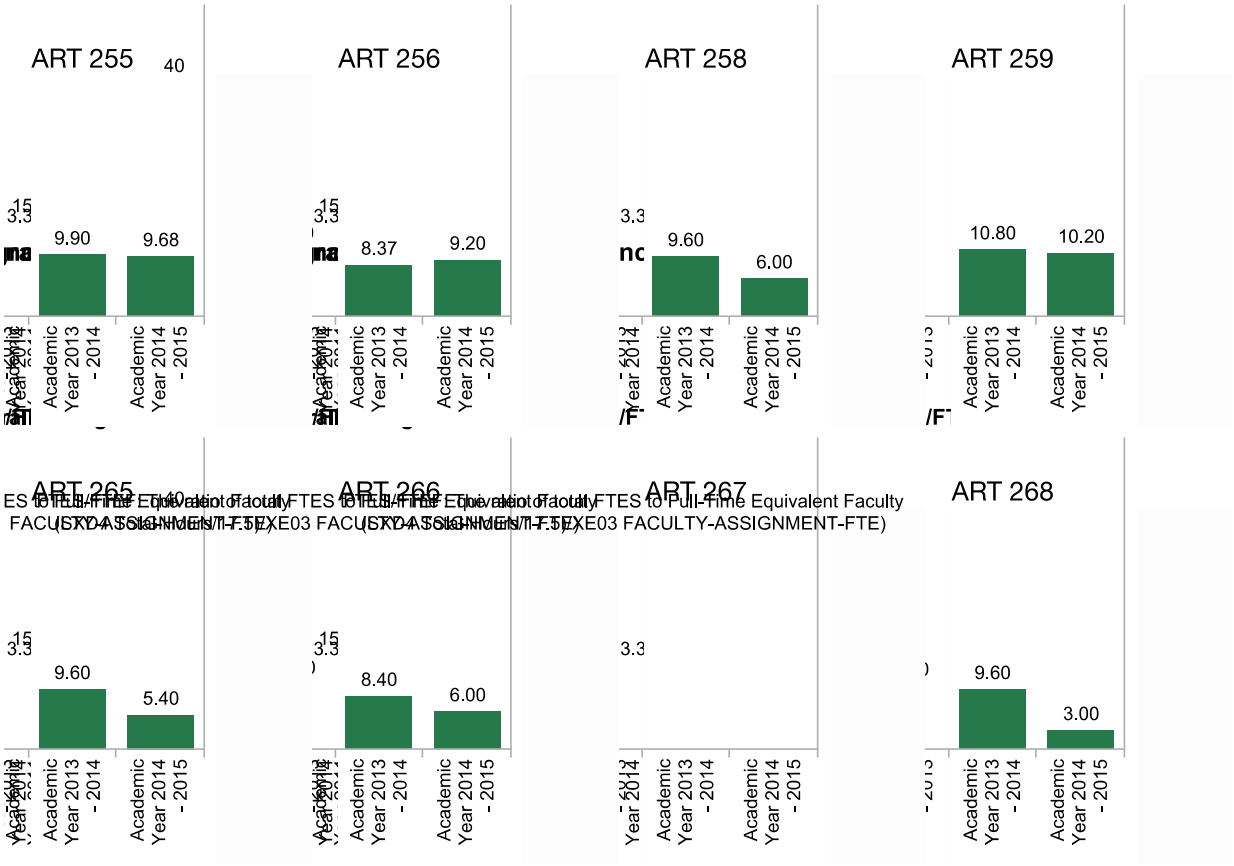
Efficiency in graphics courses has generally declined proportionally to the decrease in overall college efficiency, however last year the decrease was significantly lower. Our efficiency has increased in 2015-16. We are continuing to offer more fundamental courses in the fall to create a base for enrollment in graphics courses. Lower efficiency in intermediate courses will need to be tolerated for a couple years as we build the program.

Efficiency (FTES/FTEF) - Efficiency (FTES/FTEF)

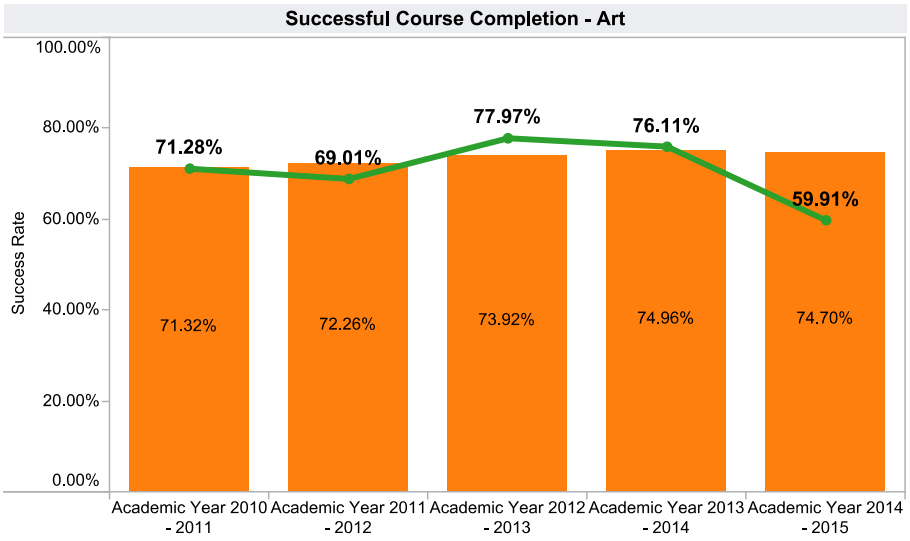
Efficiency (FTES/FTEF) - Graphics

Department: Art **Course:** ART 258 **Course:** ART 259

Art FTES/FTEF **Art FTES/FTEF** **Art FTES/FTEF** **Art FTES/FTEF**



Student Success

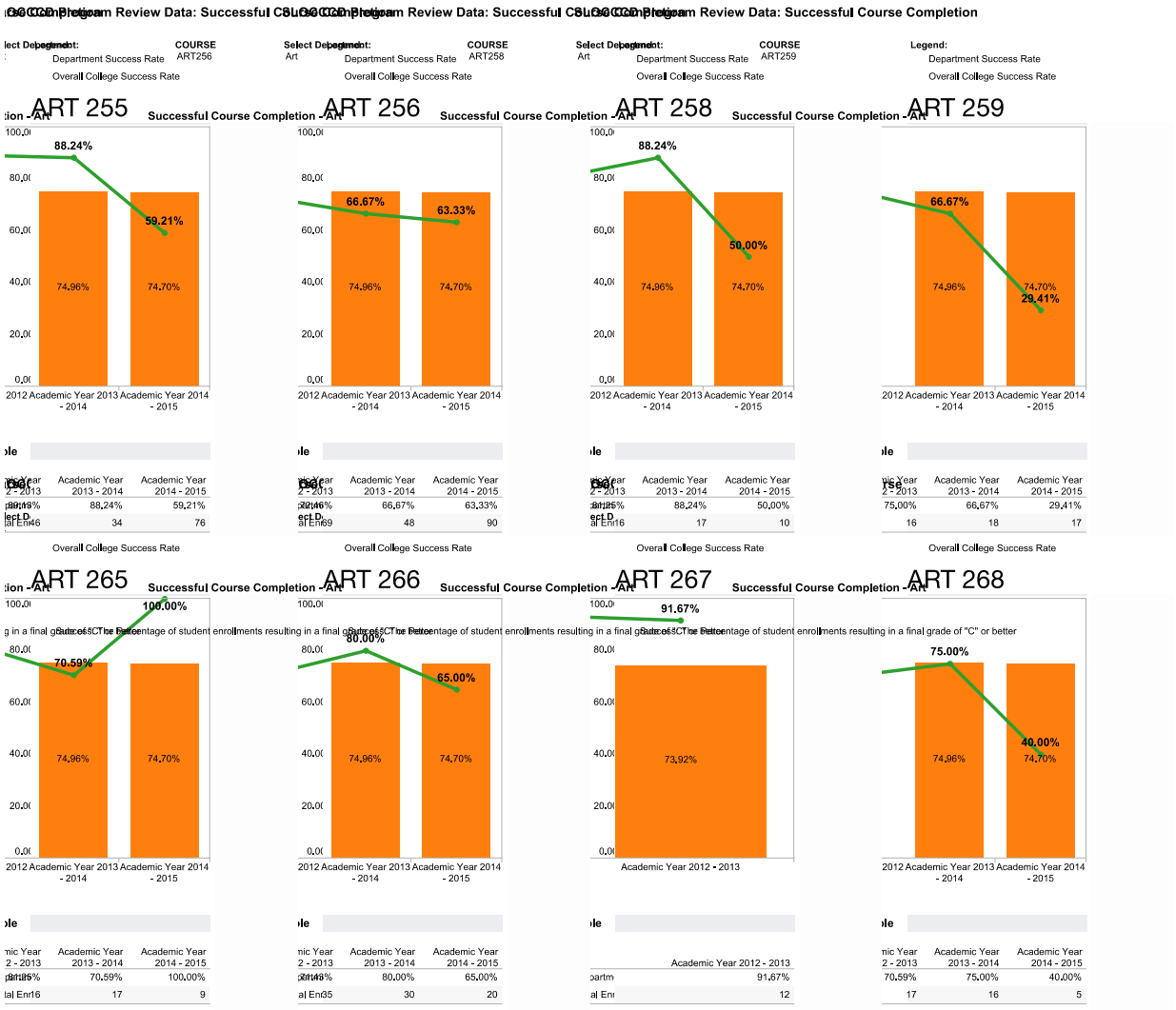


Art Success Rate Table

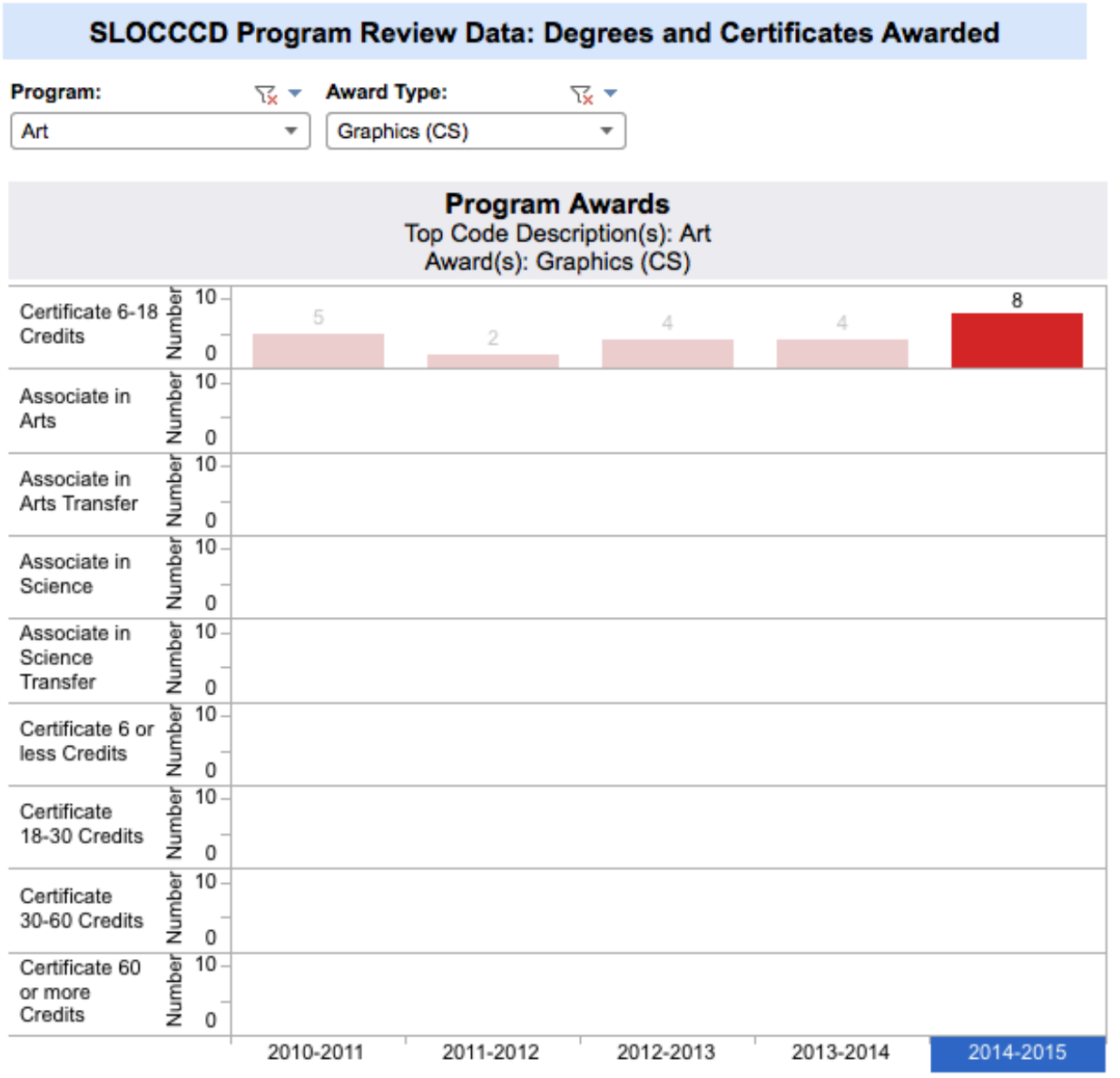
	Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Department Success..	71.28%	69.01%	77.97%	76.11%	59.91%
Total Enrollments	195	213	227	180	227

Successful completion rates for graphics courses in 2014-15 are significantly lower than overall college and Fine Arts success rates. In analyzing specific course data the lowest success rates in 2014-15 were in graphics courses taught by a full-time faculty who was not a good fit for our program. We are confident that success rates in this area will rise under the leadership of our new full-time graphics instructor. We will continue 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.

Student Success – Course Completion - Graphics



Degrees and Certificates Awarded



Program Awards Table

Award T..	Award	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Certificat..	Graphics (CS)	5	2	4	4	8

Completion the Graphics certificate rose in 2014-15. We expect this trend to continue with our Certificate of Achievement due to increased promotion of our certificate in the classroom and at outreach events.

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☐ Location of current SLO assessment cycle calendar is: **Fine Arts Group Drive**
- ☐ Date SLO assessment cycle calendar was last updated: **Spring 2016**
- ☐ Location of current Course or Program Assessment Summary (CPAS) for each of the degrees/certificates in the program is: **Fine Arts Group Drive**
- ☐ Date CPAS was last updated: **Spring 2016**

PROGRAM PLANS / FORECASTING FOR THE NEXT ACADEMIC YEAR

After several years of waiting, the transfer degree in Graphics is finally available for comments in the Transfer Model Curriculum listserv. When this degree is finalized we will begin the process of bringing the Graphics AD-T to Cuesta.

We are in need of adjunct faculty in the Graphics area. We are running a pool this semester. We are particularly interested in instructors who can successfully teach our DE courses as we have had low success rates for the last couple years.

Canguo's expertise in equipment and software has brought a new level of planning for our immediate and long term needs:

> To increase the attractiveness of our program, increase course caps and facilitate student learning we plan to remodel the lab seating and table layout and install two low-maintenance laser projectors to maximum the screen visibility. This will allow students to follow along with their own screen during demonstrations which will facilitate learning and bring an unbeatable immersion learning experience to our students.
>
> We plan to add Thunderbolt SSD to current iMacs to accelerate the boot speed and have a more responsive faster computer. Although this requires immediate funding it will extend the life of the computer and therefore save on replacement costs. We also planning some small replacements such as mouse, to using more stable and professional mouse to increasing the controllability.
>
> We are looking for funds to add iPad Pro and Apple Pencil to our design classes as we know the touch-based devices will dominate the future creative design process and we can do that now to help our students get prepared for their future career.

Graphic Design will seek more opportunities to collaborate with other art areas, and we are planning to collaborate projects with Sculpture, Photography, Drawing and Painting, Ceramic and Art History through our digital equipment such as larger format printer, 3-D printer, and design software.

A. Assessment Cycle Calendar

(Please see the Studio Art 2016-17 APPW for the complete assessment calendar)

B. Program-level (CPAS)

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Fine Arts** *Program:* **Graphics** *Date:* **Spring 2016**

Courses in program: 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.

Faculty involved with the assessment and analysis: **Margaret Korisheli, Doug Highland, David Prochaska, Jarred Pfeiffer, Megan Lorraine Debin, Canguo Liu**

Course-to-program outcome mapping document** is completed **Yes X**
No_____

1	Student Learning Outcome Statements □ Program **x Course**	Upon completion of the courses in Graphics Certificate, the students will be able to demonstrate the following skills and knowledge: ***Program SLOs for Graphics*** **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**
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping	Using a rubric with the Program SLOs, each full-time art studio faculty individually assesses the electronic portfolios and written statements of all student who successfully complete Art 293: Portfolio Presentation. This course is a capstone exit class in which art students package and

	diagrams)	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 5, 2016, the full-time art faculty met to collectively analyze the individual assessments of the portfolios of who completed the Portfolio Presentation class in the fall of 2015. Seven students enrolled in the class declared an interest in Graphics and Studio Art. However, of those seven, only three included digitally produced work in their portfolios. This gave us limited means to assess the program.
4	Assessment Results Summary (summarize Data)	The three students with digital work met the outcomes although their work was stronger in Fine Arts than Graphics.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	In the fall of 2014, we hired a full-time Graphics lead that was not a good fit for our program and did not stay with us. Most likely this brought down the number and skill level of the graphic design portfolios this year since she taught the more advanced courses. Our program and the quality of work in the courses have greatly improved with our new 2015-16 full-time Graphics lead, Canguo Liu. He revised most of our Graphics courses and certificate and created a clear pathway through the program. He has plans for revising and writing future courses. We are running a pool for additional part-time faculty and he will mentor them in the teaching of contemporary graphics. We anticipate an increased level of application and critical insight in the graphic design artwork in future portfolios. It may take a year or two until the full influence of his leadership becomes evident.
6	Recommended Changes & Plans for Implementation of Improvements	A remodel of the existing classroom would lead to increased visibility of instructor demonstrations for students working on individual computers. In the existing set up, the students must constantly swivel their chairs to see the demonstrations, which makes them lose track of where they were and what they were doing on their monitor. With a new lab seating and table layout and the installation of two new low-maintenance laser projectors, the students will have maximum screen visibility to follow along with their own screen during demonstrations. This will facilitate learning and bring an unbeatable immersion learning experience to our students. The addition of Thunderbolt SSD to current iMacs to accelerate the boot speed for a more responsive faster computer would also aid student learning. Although this requires immediate funding it will extend the life of the computer and therefore save on replacement costs. We are in need of small replacements such as a new mouse for each computer for more stable and professional controllability. These combined changes will increase student success by increasing the speed at which students can learn and thereby increase the number of

		students an instructor can teach. Adding four computers during the remodel will allow us to increase our cap size by four students per section. The Graphics program supports ILOs 1, 2, 4, 5, 6, (please see Graphics APPW 2015-16 for elaboration). The remodel of the classroom will support Institutional goals 1.1 and 1.2 by increasing the number of students going through our program and support the Graphics PLOs. The remodel would particularly support students success in PLO 3: Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication and PLO 5: Design and prepare professional graphic design work. A component of these PLOs are found in the SLOs for each Graphics course.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Full-time instructors have ongoing dialogue about the Graphics program in monthly division meetings. All instructors who teach Graphic related courses meet to discuss the program at our Opening Day discipline specific meetings. Both part-time and full-time instructors are engaged in course assessment thereby linking to program assessment. We are considering more ways to involve adjunct faculty in the program assessment. We are also discussing plans for how to implement the Graphics AA-T, which is in the review stage at the State level.