

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities **Area of Study:** Fine Arts **Program:** Graphics **Current Academic Year:** 2023-2024

Last Academic Year CPPR Completed: 2020-2021 **Current Date:** March 6, 2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

Graphic Design Faculty lead Canguo Liu, conducted program research and review, and completed this planning process.

II. GENERAL PROGRAM INFORMATION

Program Mission

The Graphics program is part of the Fine Arts division. We provide a Certificate of Achievement for students who wish to pursue a career in a graphics-related field or upgrade their skills and knowledge in newer software. The mission of the Graphic Design department is to provide a comprehensive and innovative education in graphic design that prepares students for successful careers in the field. This includes developing skills in visual communication, problem-solving, and critical thinking, as well as an understanding of the cultural, historical, and ethical contexts of design. The department aims to foster creativity, collaboration, and professionalism among students, and to equip them with the tools and knowledge necessary to succeed in a constantly evolving industry. The program strives to create an inclusive and supportive learning environment that values diversity and promotes equal opportunities for all students.

Fine Arts students can enroll in graphics classes as part of their concentration, either to transfer to another institution or to supplement their education in traditional Fine Arts subjects. After years of waiting, the transfer degree in Graphics is now open for feedback on the Transfer Model Curriculum listserv. Once the degree is finalized, we will begin the process of introducing the Graphics AD-T program to Cuesta.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Since the last report, the Graphic Design program has worked to continuously improve our class content and enhance the student experience. We have also upgraded our equipment and knowledge to better serve our students' needs. As a result of our efforts, the number of students who have successfully transferred to design programs has increased. Our students have been accepted into various institutions across the United States and beyond, including UCs, CSUs, Cal Poly, and universities across the world. One of our students was even accepted into film school in Canada to continue their studies in motion design.

We believe that everyone, regardless of their background, should have equal access to opportunities and resources to help them succeed in the industry. Creating an inclusive and supportive learning environment is the key to supporting our efforts on equity gaps.

1. The remodeled layout design has equity in mind. We change our class layout and equipment to meet students' needs.
2. Height-Adjustable desks and chairs make all student desks meet DSPS needs.
3. A moveable layout can help students needing special seating find a comfortable learning environment.
4. We create a better theater-style layout, so students can naturally look at two instructional displays without turn-around.
5. We replace our iMac with a laptops, laptops has a standard screen size that can fit to students' personal computers and work computers. In that way, we can better support student needs and work.

List all current full-time and part-time faculty in the program.

- Canguo Liu, FT, Lead faculty (primarily teaches ART 259, 265, 266, 267, 268, also ART 253, 256, and 258)
- Molly Pepe, PT, ART 255 and ART 258
- Nick Bockelman (Art 255) DE – Summer
- Patty Arnold continues to teach DE foundational digital courses.

III. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Graphics program offers a comprehensive education that helps students achieve their educational goals. Through a combination of foundational and advanced courses, students develop the skills, knowledge, and software proficiency needed to earn a certificate, contribute to an AA Art Studio degree, enter or retrain for the workforce, or transfer to a four-year institution. Our courses provide ample opportunity for cultural, intellectual, personal, and professional growth, and are tailored to each student's individual goals. Through group critiques and class discussions, students learn to appreciate and articulate diverse points of view. In addition, our instructors regularly present media and exhibitions in our main and student galleries, exposing students to a wide range of art from diverse cultures, socioeconomic backgrounds, races, and experiences. This prepares our students to be visually and intellectually engaged in both face-to-face and digital communities, and to thrive in an increasingly complex world.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

a. San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

- i. Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.
- ii. Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

Our new Certificate of Achievement which is more robust and focused on contemporary skills needed for entry into the workforce and preparation of a portfolio for transfer students supports the needs of students to complete a meaningful certificate as a stand-alone education or in conjunction with our AA or AD-T in studio art.

b. San Luis Obispo County Community College District will increase student access to higher education.

- i. Increase enrollment of low-income and underrepresented students through targeted outreach efforts.
- ii. Increase enrollment opportunities for community members who are 55 years of age and older.
- iii. Expand financial support opportunities for students.
- iv. Increase career pathways for local high school students.

The Graphics program aims to increase student access to higher education through face-to-face and DE classes. We often offer an evening course but have had to cut these offerings the last several semesters due to low enrollment. As we build our

program, we will keep exploring the viability of an evening program but will intensively focus on Online models. During the COVID19 lockdown, we are expanding our ability to offer more class options for students.

Online teaching has the potential to increase the enrollment of low-income and underrepresented students, as it eliminates materials fees and textbook costs, making classes more affordable. To further support our students, we have also reduced materials fees for all major face-to-face digital classes, and we now offer two digital classes - Motion Design and WEB & UX Design - with no materials fees. By removing these financial barriers, we are working to increase access to higher education for all students. We remain committed to exploring new ways to improve accessibility and ensure that all students have the opportunity to succeed in their academic pursuits.

Additionally, we are actively exploring new courses that utilize more accessible creative technology, which can expand enrollment opportunities for community members aged 55 and older. We believe that lifelong learning is essential to personal growth and development, and we want to ensure that everyone in our community has access to educational opportunities that can enrich their lives.

We have Dual Enrollment for foundation courses Art 255, ART 256 and ART 258 being offered in local high schools, including SLO, MB, AG, and PASO high. We are exploring classroom/lab and instructor availability to offer courses at the North County Campus.

The practical application of graphic design for jobs specific to graphic design and those in which graphics skills are a secondary, yet essential, part of the job make our program attractive to students of all ages that are looking to enter or re-enter the job market.

c. San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with our community's educational institutions, civic organizations, businesses, and industries.

With the help of the Graphics Advisory Board, we are forging connections with the graphics and creative business community and with Cal Poly. The members of the Advisory Board recognize that our reputation as a top choice for the community - local and vocational creative design education has been earned through our commitment to excellence.

d. San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

A robust Graphics program supports the Common Core and technologically adept students SLOCCD anticipates enrolling within the next ten years. The full-time leadership of Canguo has kept us current with technology, pedagogy, software and industry standards within our budgetary restriction.

The Graphic Design program is committed to integrating and improving facilities and technology to support student learning and serve its diverse communities. To this end, we are implementing several initiatives, including:

1. Upgrading teaching furniture, DSPS accommodations, and high-adjustable desks to encourage standing learning can improve health and focus and better serve our diverse communities.
2. Replacing iMacs with laptops to better meet the personal situations of most students (more common in work and home place) and enhance their home-lab integrated learning experience.

These initiatives are designed to promote student success and improve access to education for all students, regardless of their backgrounds or circumstances.

e. San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

Past CPPR years show the results of Canguo Liu's leadership are apparent in increased enrollment in Graphics courses. We have improved efficiency by adding four computers to the classroom that will result in a potential of 40-50 additional students in our courses each year.

The increased caps and enrollment maximums were phased in late in the spring 2017 enrollment process and are now reflected in our institutional data to show constant increases.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

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 and Adobe Suites and become discerning about appropriate software for projects. Two of our courses have distance education modalities.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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,
- Art 266: Graphic Design I,
- Art 267: Graphic Design II
- Art 268 Digital Typography Art.

Art 220 is a fundamental course in our studio art degrees and is a 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 eight graphics courses:

- 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,
- Art 266: Graphic Design I,
- Art 267: Graphic Design II
- Art 268: Digital Typography Art.

Also included the three dual-enrollment to date, ART 255, ART 256 and ART 258

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

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



The data for Non-Dual Enrollment shows steady growth and less impact in the graphic fields compared to the overall College data. Despite drops in general enrollment across colleges in 2021-2022, we have seen an increase in enrollment in our Graphic Design program. This is a testament to the high quality of education we provide and the strong demand for skilled professionals in the field of Graphic Design. We remain committed to fostering student success and preparing our students for rewarding careers in the industry.

Overall data show a massive drop in dual enrollment in 2020-2021 due to the pandemic and the data restored back in 2021-2022. This aligned with the college-wide data.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

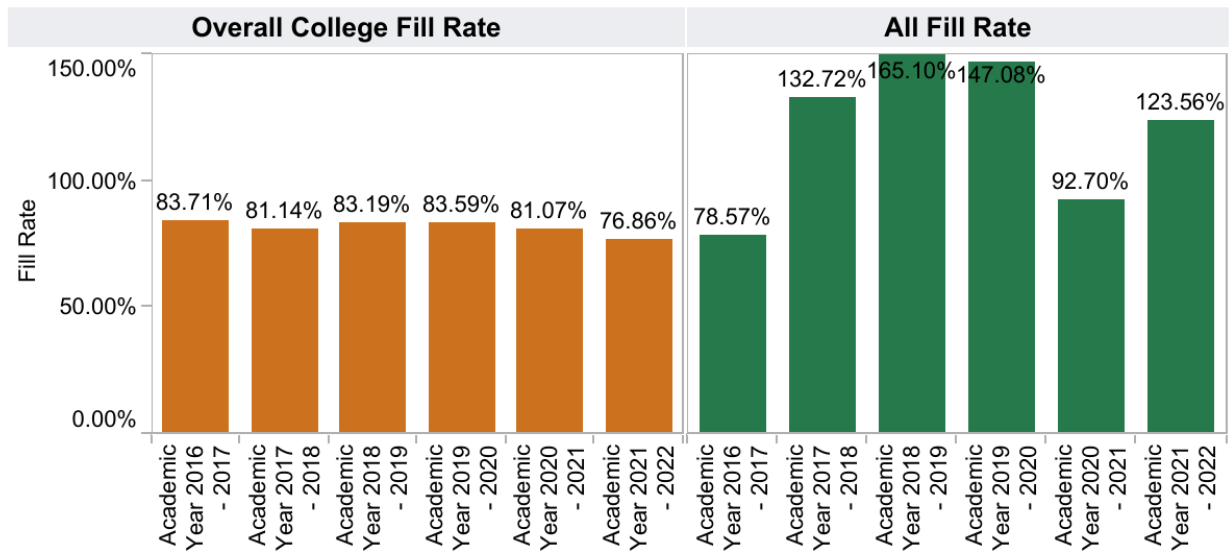
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
All

Course:
Multiple values

Dual Enrollment:
All

Prison:
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.

The fill rate for Graphics classes remains high since 2017 at 132% and at record high in 2018-2019 at 165%, which near doubles the overall college fill rate. We continues at 147% 2019-2020 and drop to 92.70% in 2020-2021, and back to 123.56% in 2021-2022.

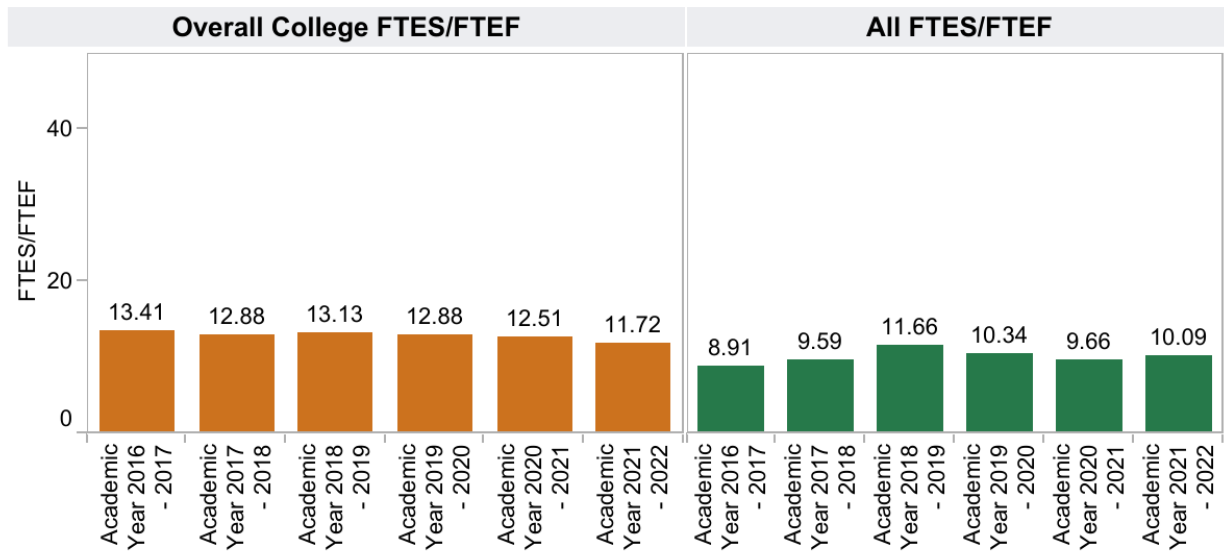
Two factors contribute to the high fill rate in our Graphic Design program. Firstly, our main lab on the SLO campus generally has a fill rate close to the class capacity, indicating strong demand for our courses. Additionally, our dual enrollment programs have contributed to the high fill rate for ART 255, ART 256, and ART 258. These programs allow high school students to take college-level courses in Graphic Design, providing them with valuable skills and experience while also increasing enrollment in our program. We are proud of our high fill rate, which reflects the quality of education we provide and the strong demand for skilled professionals in the field of Graphic Design.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: All **Course:** Multiple values **Dual Enrollment:** Not Dual Enrollment **Prison:** All



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

Efficiency in graphics courses has remained steady. We are above 10 and remained close to 10 since 2017, also close to 12(11.71) in 2018-2019 academic year, 9.66 in 2020-2021 and 10.1(10.09) in 2020-2022. Graphics is working to improve efficiency rates in several ways. Our caps have been changed and approved by the Workload Committee, and as of summer 2017, all will have board approval. After the remodel of 7138, we increased our enrollment maximum from 18 to 22 for face-to-face courses (effective Spring 2017) and 24 in 2018. and from 18-24 for DE sections (effective summer 2017).

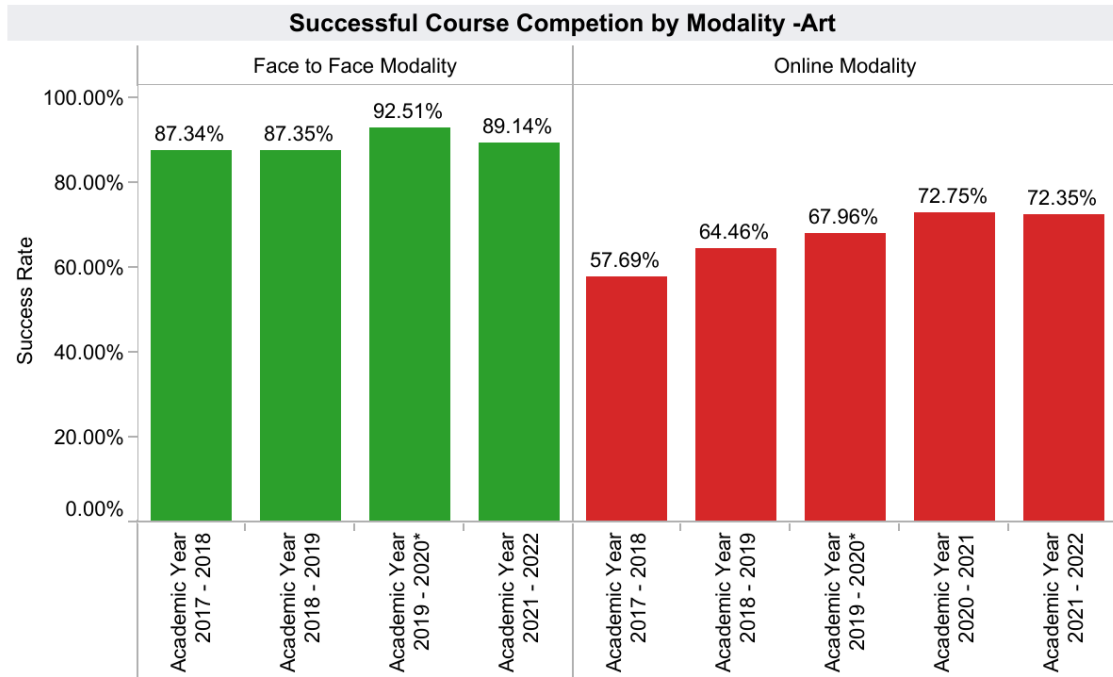
The target for Fines Arts is to increase FTES by 1% and decrease FTEF by 2.8%. We plan to meet these targets with increased caps and maximum enrollments and by not replacing one of our instructors who is retiring and taught a 33% load course. Graphics plays an important roll in FTES increase. In addition, we are pursuing dual enrollment to further boost our numbers.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

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 (Green), Online Modality (Red)



		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	80.33%	79.76%	84.75%	83.15%	80.39%
	Total Department Enrollments	1,795	1,917	1,923	376	1,230
Online Modality	Department Success Rate	62.39%	68.00%	79.66%	72.83%	74.57%
	Total Department Enrollments	553	576	568	1,675	1,100

The successful completion rates for our face-to-face Graphic Design courses are increasing due to enhanced class content, teaching methods, and the adoption of new technologies such as live collaboration documents. We provide a studio-like environment with more one-on-one meetings to help students gain confidence and produce a stronger portfolio. However, success rates for our online courses could be higher. To address this, we will offer open lab time on the SLO campus to online students to provide additional support and resources. We remain committed to developing more modules and improving the overall learning experience for our students.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

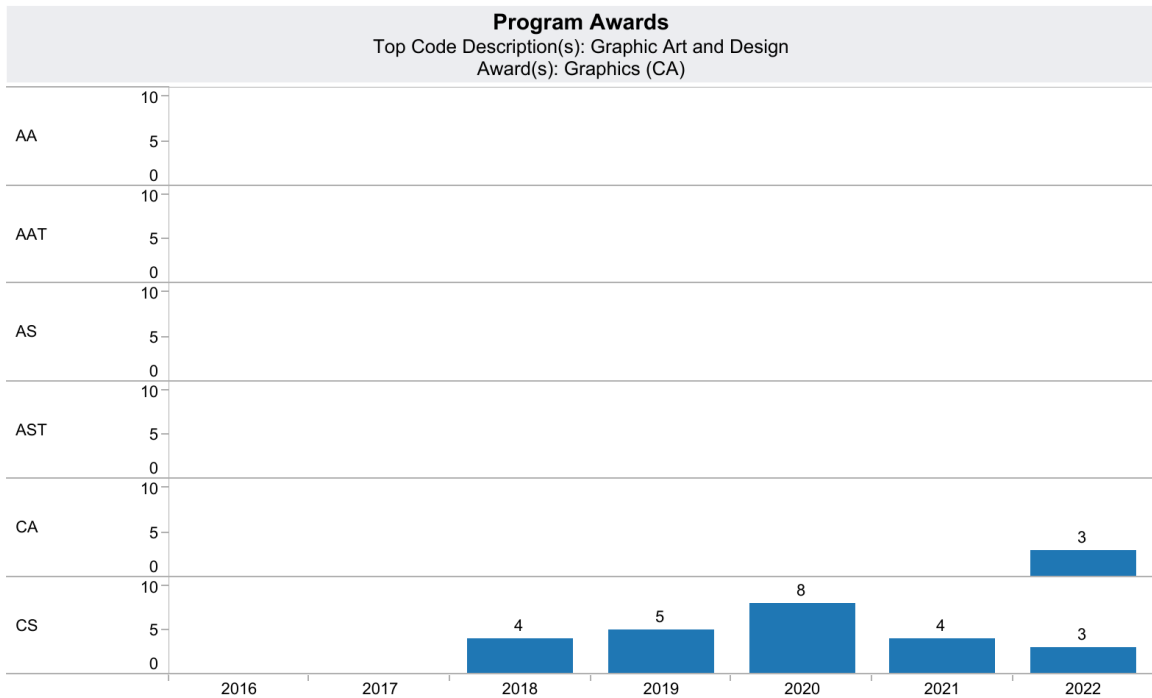
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Graphic Art and Design

Award Type:
Graphics (CA)

Area of Study
All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CA	Graphics (CA)							3
	Total							3
CS	Graphics (CA)			4	5	8	4	3
	Total			4	5	8	4	3
Grand Total				4	5	8	4	6

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

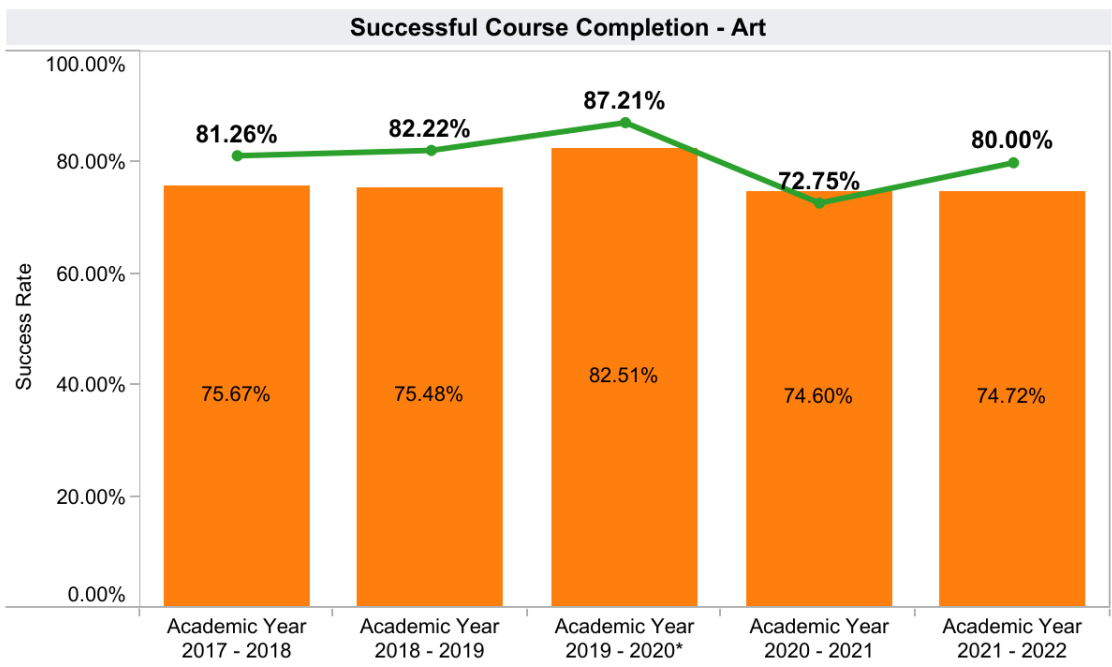
Since 2017, more student see the values of our certificates and we started to see the growth or Certificates Awarded. 4 CA in 17-18 and 5 CA with 4 CS in 18-19 and 8 CA in 2019-2020 we have less in 2021 and 2022. Our students tend to pursue BFA via transfer or start to work without a certificate as it is not as crucial. However, more students started to show interests. We plan to encourage student to see it as a resume items can help them hired early.

We are in the planning stage of two small certificates in Web and UX design and Motion Design to increase the program's certificate awards and better serve our students.

- F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
 Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art TERM: All Measure Names: Department Success Rate, Overall College Success Rate
 COURSE: Multiple values



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	81.26%	82.22%	87.21%	72.75%	80.00%
Total Enrollments	507	540	513	336	485

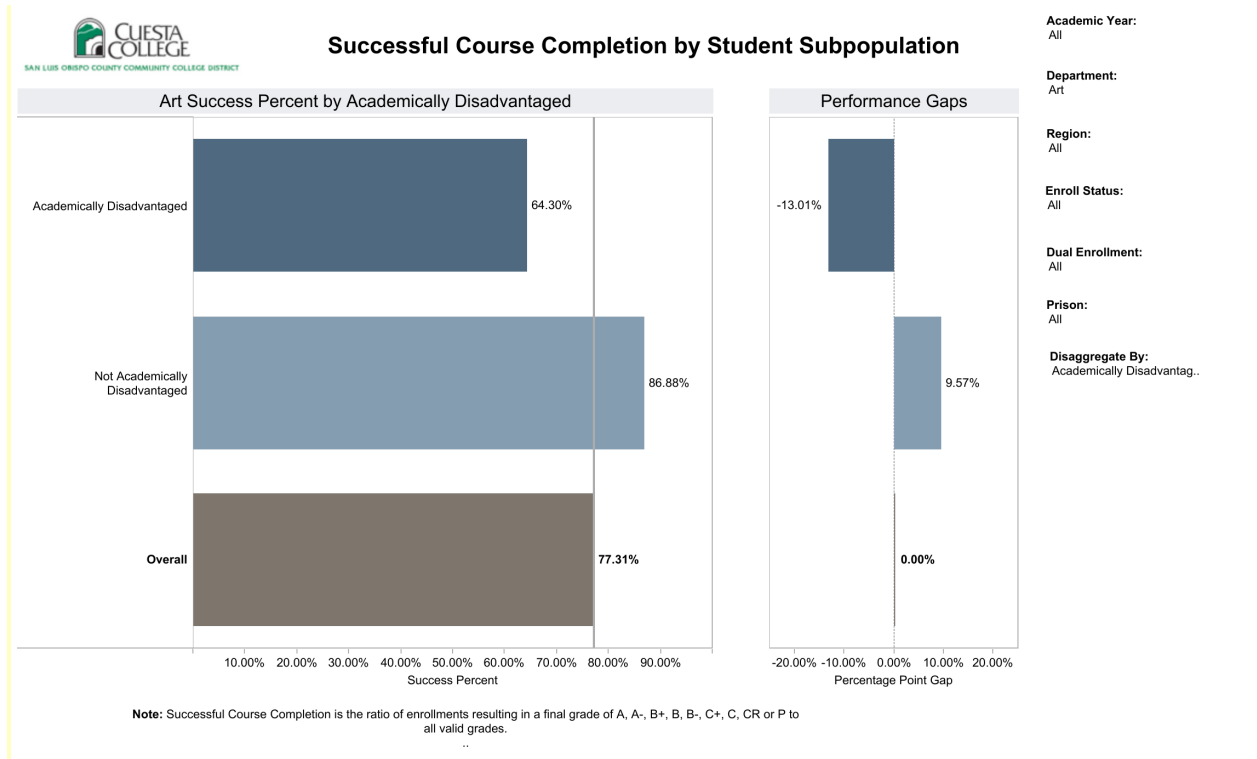
Successful completion rates for graphics courses started increasing from 2016-2017 and began significantly higher than overall college and Fine Arts success rates, at 81.26%, 82.22%, 87.21%, 72.75%(2020), 80.00%(2021-2022). Thanks to enhanced class contents and teaching methods, pedagogical innovation, and adopted new technology such as live collaboration documents, one-on-one, and One-by-One meetings, our students are more engaged in the classes, which increases the success rate.

What resources might you need to meet and exceed the Institutional Set Standard?

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?



Graphics doesn't have a separate data set for Disaggregated Student Success, so our discussion is based on the Disaggregated Student Success Data for Fine Arts.

Fine Arts has a smaller successful course completion gap than the college for Low Income populations. This had improved in the Fine Arts from 2018-2019 where there was a gap of 14.5% and a gap for this year tabulated at 13.01%. We are basically equal to the college in success for Not Low Income. This metric displays 2019-2022 data and is especially important as we see economic disparity grow in our area over time and work to respond to this in the Fine Arts.

Overall, Fine Arts shows a slightly higher successful course completion in several subpopulation areas (Asian and Hispanic/ Latino) for non-white students when compared to the college. The Black or African American subpopulation does display a large performance gap that will be discussed within the Division to align with the efforts put forth in the California Community College Chancellor's Student Equity and Achievement Program where Cuesta College developed

an integrated Student Equity Plan for the college. The plan focuses on specifically eliminating achievement gaps in relation to access to the college, course completion, certificate and degree completion, and transfer readiness.

The Graphics program has implemented more one-on-one meetings with students during regular class studio time to better understand their educational goals. This allows us to customize teaching content and projects to help students achieve their goals and produce professional portfolio pieces in graphic design. We incorporate more real-world examples, such as freelancing job opportunities or design commissions, to inspire students to apply their skills and recognize the value of their knowledge and experience. Our faculty regularly attend equity-related training offered by the district and strive to create equity-minded syllabi and best practices for student success.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Graphic Certification	Y	N	N	N

- b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Graphic Certification	ART 255 Digital Graphics ART 256 Digital Imaging ART 258 Digital Layout ART 259 Web& UX (or) ART 265 Motion Design ART 266 Graphic Design I ART 267 Graphic Design II ART 268 Typography	YES	YES	

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

			SLO	pre F2011	F2011	S2012	SUM2012	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019	S2020	F2020	S2021	F2021
35																										
44	ART 253	DIGITAL ART	06 X2006 S2013 Approved Change	X	X															R				A		
45	ART 255	DIG. GRAPHIC ART	07 X2007 F2016 Approved Change	x		X																X				A
46	ART 256	DIG. IMAGING ART	07 X2007 F2016 Approved Change	x		X																				A
47	ART 258	DIG. LAYOUT	06 X2007 F2016 Approved Change	x			X																			
48	ART 259	WEB & UX	F2010 F2016	x		X																				
49	ART 265	FLASH:ART, DES, & ANIM	02 X2008 F17 Approved Change	x			X			X																A
50	ART 266	GRAPHIC DESIGN I	04 X2003 F2016 Approved Change	x		X						X														
51	ART 267	GRAPHIC DESIGN II	03 S2003 F2016 Approved Change	x						X																A
52	ART 268	TYPOGRAPHY	02 S2007 F2016 Approved Change	x		X																				A

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, we are assessing our courses in eLumen as they come due for assessment in the program assessment calendar.

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College					
PLO Summary Map by Course					
Map Origin: CA_GRAPHICS					
Map Target: CA_GRAPHICS					
SLOs	CA_GRAPHICS				
	Define and apply visual elements and principles of design.	Demonstrate an understanding of digital color space and basic color theory.	Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication.	Design and prepare professional graphic design work.	Evaluate and analyze graphic design and visual communication work.
ART220					
Successfully apply the visual elements and principles of design to the two-dimensional format.	X	X		X	X
Successfully use a variety of media and techniques.	X	X	X	X	
Identify and analyze design in artworks that display different modes of expression and cultures.					X
Identify and analyze design in the world around them.					X
ART255					
Apply basic illustration software operations.	X	X	X		
Integrate basic drawing and observational techniques.	X	X	X	X	X
Apply the visual elements and principles of design to the two-dimensional format.	X	X	X	X	X
ART256					
Apply basic photographic editing software operations.	X	X	X		X
Apply the visual elements and principles of design to the two-dimensional format.	X	X	X	X	X
Integrate basic photographic and observational techniques.	X	X			X
Analyze mixed media and digital design in historical and contemporary artworks.	X	X			X
ART258					
Apply fundamental digital layout design software operations.	X	X	X		
Integrate text and images with basic design competency using the elements and principles of layout design.			X	X	X
Analyze historical and contemporary layout design projects using the visual elements and principles of design.					X
ART259					
Apply fundamental interactive design software operations.		X	X	X	X
Combine text and images with basic design competency using the elements and principles of interactive design.	X	X	X	X	X
Demonstrate knowledge of essential web and interactive design principles and elements of visual communication.	X	X		X	X
ART265					
Apply fundamental motion graphic design software operations.	X	X	X	X	X
Combine text and images with basic design competency using the elements and principles of motion graphic design.	X	X	X	X	X
Demonstrate knowledge of essential motion graphics design principles and elements of visual communication.	X		X		X
ART266					
Apply basic design principles and elements of visual communication to graphic design projects.	X	X	X	X	X
Create graphic design work using the tools, materials, and techniques of industrial standards.	X	X	X	X	X
Analyze and apply inspiration, ideas and techniques from contemporary and historical graphic design work.	X		X		X
ART267					
Apply complex computer operating system and software operational processes and techniques.	X	X	X	X	X
Apply the visual elements and principles of design to intermediate level graphic design projects.	X	X		X	X
Prepare professional quality graphic design work.	X	X	X	X	X
ART268					
Create type designs in various media and software programs.	X	X	X	X	X
Apply effective typography and visual communication.	X	X		X	X
	0	0	0	0	0

D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

ILO Summary Map by Course							
Map Origin: CA GRAPHICS							
Map Target: All ILOs							
SLOs	Artistic and Cultural Knowledge and Engagement		Personal, Academic, and Professional Development			Technical and Informational Fluency	
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
ART220							
Successfully apply the visual elements and principles of design to the two-dimensional format.	X						
Successfully use a variety of media and techniques.	X						
Identify and analyze design in artworks that display different modes of expression and cultures.	X						
Identify and analyze design in the world around them.	X						
ART255							
Apply basic illustration software operations.	X						X
Integrate basic drawing and observational techniques.	X						
Apply the visual elements and principles of design to the two-dimensional format.	X						X
ART256							
Apply basic photographic editing software operations.	X						X
Apply the visual elements and principles of design to the two-dimensional format.	X						X
Integrate basic photographic and observational techniques.	X						
Analyze mixed media and digital design in historical and contemporary artworks.		X					
ART258							
Apply fundamental digital layout design software operations.	X						X
Integrate text and images with basic design competency using the elements and principles of layout design.	X						X
Analyze historical and contemporary layout design projects using the visual elements and principles of design.		X					
ART259							
Apply fundamental interactive design software operations.	X						X
Combine text and images with basic design competency using the elements and principles of interactive design.	X						X
Demonstrate knowledge of essential web and interactive design principles and elements of visual communication.	X						
ART265							
Apply fundamental motion graphic design software operations.	X						X
Combine text and images with basic design competency using the elements and principles of motion graphic design.	X						X
Demonstrate knowledge of essential motion graphics design principles and elements of visual communication.	X						
ART266							
Apply basic design principles and elements of visual communication to graphic design projects.	X						X
Create graphic design work using the tools, materials, and techniques of industrial standards.	X				X		X
Analyze and apply inspiration, ideas and techniques from contemporary and historical graphic design work.		X					
ART267							
Apply complex computer operating system and software operational processes and techniques.	X						X
Apply the visual elements and principles of design to intermediate level graphic design projects.	X						X
Prepare professional quality graphic design work.	X				X		X
ART268							
Create type designs in various media and software programs.	X				X		X
Apply effective typography and visual communication.	X						X
	0	0	0	0	0	0	0

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Improvements to the curriculum and classroom result from SLO course assessment, and the importance of maintaining industry-standard software and instruction is affirmed. Please see section F for details.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Facility Space Expansion

Graphics 7138 room has no windows and it is hard to prepare for the best/safest instruction in the post-COVID-19 situation. Also, with increasing equipment, we are looking for more space.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

The Graphics program is committed to continuing pedagogical experiments and designing new projects that are attractive and practical, and include the latest technology (Online real-time collaboration for in-person class) and innovation (such as AI, ChatGPT workflow). Our goal is to provide students with a classroom experience that closely mirrors real-world work environments, enabling them to build a strong work portfolio and gain practical experience. We aim to equip our students with the skills and knowledge needed to jump-start their careers as early as possible. Additionally, we seek to take a more active role in the local community by connecting with students, professionals, companies, and organizations, establishing clear connections between our school and the local workforce.

To achieve these goals, we are focused on building a stable, enhanced, and improved schedule to increase enrollment and fill rate, as well as offering small certificates to increase the number of certificates awarded and workforce preparation. We are also working to enhance the teaching contents of our online courses to increase success rates, and revising our curriculum to align more closely with career-focused pathways. We are embedding Universal Design for Learning concepts to maximize successful learning and course completion for all learners.

Since the Spring of 2020, our program has fully transitioned to a digital environment, with all full-time and part-time faculty earning DE certificates. We are building and testing a more coherent digital learning experience and preparing for a return to in-person lab teaching with a newly designed instruction mode. Our focus is on better supporting our students' needs, producing effective online content, and helping them develop essential skills and strategies to become more adaptive learners during these challenging times.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

After several years of expansion, we have now optimized our Graphic Design curriculum to include Interactive Design and Motion Design, which are highly sought-after areas in the industry. Recent research by Adobe indicates that most tech companies prioritize Designers on par with Developers. We will continue to expand the range of our curriculum to cover more high-demand areas to help our students plan for their future careers. In the 2023 academic year, we plan to complete two small certificates for Motion and UX Design and develop small or minimal documents to enhance and endorse student resumes. Our goal is to provide our students with the skills and knowledge needed to succeed in the ever-changing field of Graphic Design and to prepare them for rewarding careers in the industry.

We are actively working to reduce and eliminate material fees for our digital courses. By providing more content online, we are enabling students to access class instruction more easily and conveniently. We are also exploring new modes and methods to improve student persistence and retention, ensuring that our students have the support and resources they need to succeed in their academic pursuits. Our goal is to create a more equitable and inclusive learning environment that promotes student success and removes financial barriers to education.

Graphics is changing by providing high-quality design education that is remote-friendly, focused on building real-world skills toward the workforce, and help students establish multidisciplinary exploration of their digital creativity.

VIII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.



- IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Aubrey Kuan Roderick	 <small>Aubrey Kuan Roderick (Mar 7, 2023 16:49 PST)</small>	Mar 7, 2023
Division Chair/Director Name	Signature	Date
Canguo Liu		3/6/2023
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.







Graphics CPPR FOR 2023

Final Audit Report

2023-03-08

Created:	2023-03-06
By:	Magnolia Stork (magnolia_stork@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA2NYXHOPjI3Y9BemQU8ibo241VEoXaKgT

"Graphics CPPR FOR 2023" History

-  Document created by Magnolia Stork (magnolia_stork@cuesta.edu)
2023-03-06 - 10:02:38 PM GMT- IP address: 209.129.64.106
-  Document emailed to aubrey_kuanroderick@cuesta.edu for signature
2023-03-06 - 10:04:17 PM GMT
-  Email viewed by aubrey_kuanroderick@cuesta.edu
2023-03-08 - 0:46:17 AM GMT- IP address: 104.47.73.126
-  Signer aubrey_kuanroderick@cuesta.edu entered name at signing as Aubrey Kuan Roderick
2023-03-08 - 0:49:47 AM GMT- IP address: 209.129.64.82
-  Document e-signed by Aubrey Kuan Roderick (aubrey_kuanroderick@cuesta.edu)
Signature Date: 2023-03-08 - 0:49:49 AM GMT - Time Source: server- IP address: 209.129.64.82
-  Agreement completed.
2023-03-08 - 0:49:49 AM GMT