

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2017-2018

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities

Program: Graphics

Current Academic Year: 2017-18

Last Academic Year CPPR Completed: 2013-14

Current Date: March 6, 2017

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

- A. Program mission (optional)
- B. Brief history of the program
- C. Include significant changes/improvements since the last Program Review
- D. List current and/or new faculty, including part-time faculty
- E. Describe how the Program Review was conducted and who was involved

The Graphics program is integrated in the Fine Arts division. We offer a Certificate of Achievement for students who want to enter the workforce in a graphics field or retrain in newer software and skills. Fine Arts students take classes for a concentration in graphics with the intent to transfer or to augment learning in more traditional Fine Arts areas. 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.

Our Program Outcomes:

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.

Program History:

The Art Department offered its first digital course, Art 93C, featuring Photoshop in fall 1997. In 2002, our new state of the art digital lab was completed and we added our first full-time hire exclusively devoted to digital media. (For a more complete early history, please see the 2013-14 CPPR). In 2012, we found ourselves without a full-time lead in Graphics due to a leave of absence in and subsequent resignation in 2014. We kept the program going under the leadership of adjunct instructor Patty Arnold and the chair. The one-year full-time hire in 2014 of Maria del Mar Navarro allowed us to increase offerings in the Graphics area, but the college was not a good fit for her and she left at the end of her first year. In fall 2015, we hired our current full-time faculty, Canguo Liu.

Significant Changes/Improvements:

In his first year, Canguo revised all of the Graphics courses. These changes 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. The curriculum for the motion graphics course was left more general in terms of software because Flash is no longer supported and the software is always changing; current industry is predominantly using After Effects.

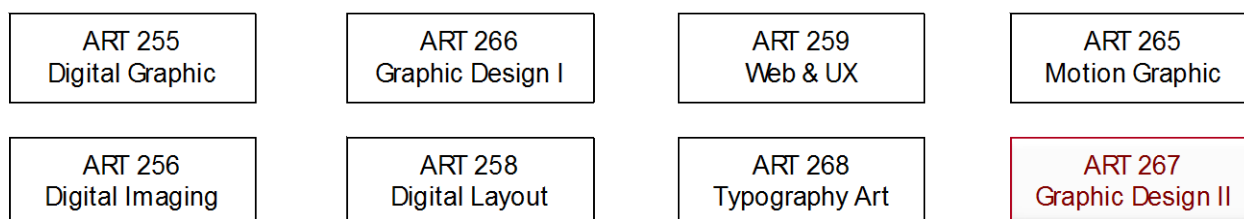
In 2016, Canguo wrote software fund application and got direct support from MAXON, Inc, to get a full lab licenses of Cinema 4D, the industrial standard and high-end 3D modeling, rendering, and animation software. While updating the mice to professional three key version, the digital lab now equipment almost all the software may be needed for an optimized graphic design learning path.

We added a significant emphasis on creating a portfolio in the Graphics II course. That will allow Canguo to help tailor each portfolio toward students' individual goals.

We revised our Graphics certificate from a Certificate of Specialization to a Certificate of Achievement to better serve students and qualify us for CTE funding. At part of this process, we created an advisory board with 7 of community members representing graphics firms, publishing, Cal Poly and tech companies. Dean John Cascamo helped us with consortium approval and labor market data, and we are more focus on career preparation and jobs market.

Canguo made a flow chart to guide students through the program:

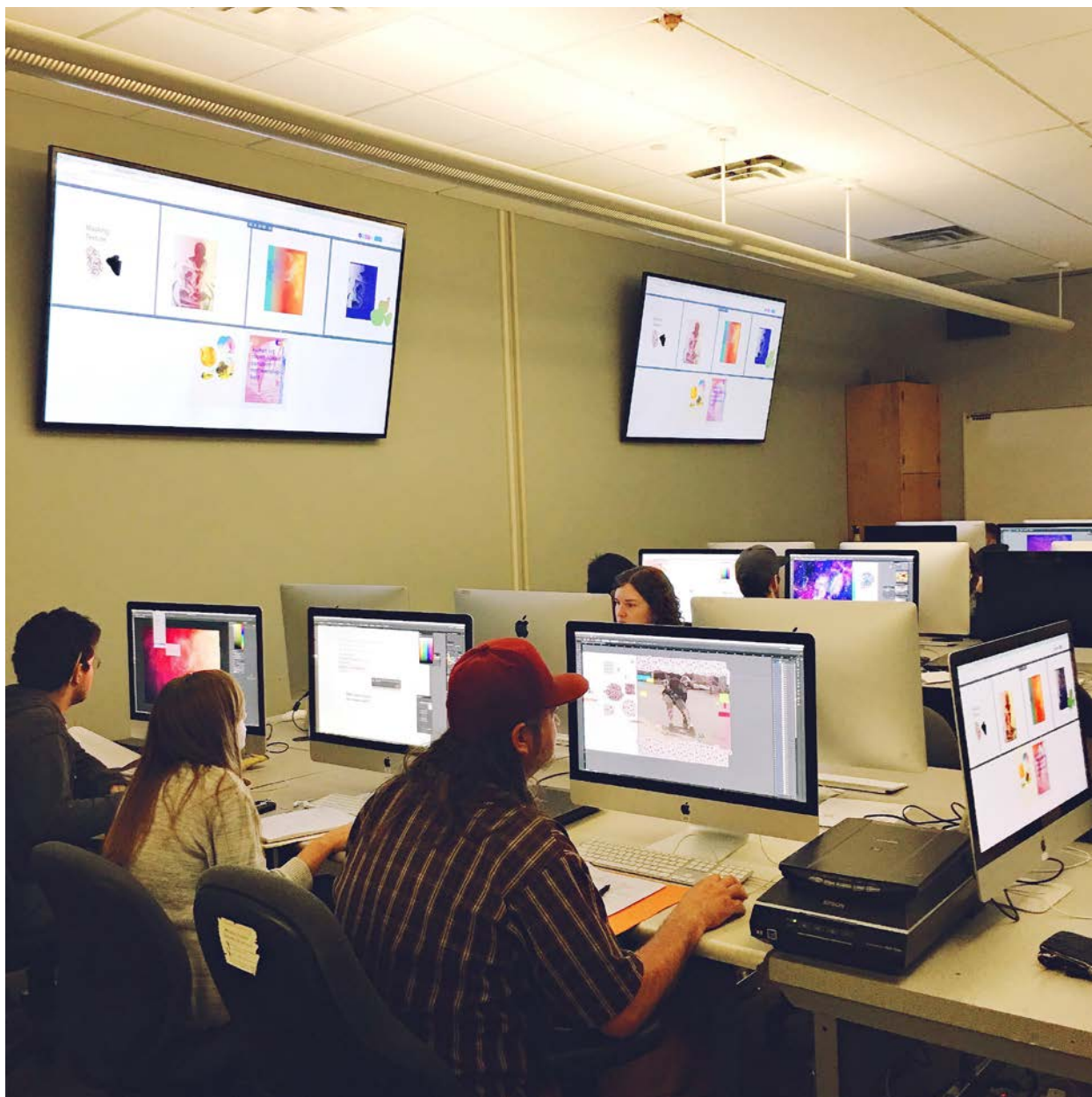
Graphic Design Career Pathway



Level I	Level II	Capstone
ART 255 Digital Graphic	ART 266 Graphic Design I	ART 267 Graphic Design II
ART 256 Digital Imaging	ART 259 Web & UX	
ART 258 Digital Layout	ART 265 Motion Graphic	
	ART 268 Typography Art	

Classroom/lab and equipment changes:

In 2015, we replaced the 18 computers in the graphics classroom and in fall 2016, under Canguo’s direction, we made significant changes to the digital lab classroom. We added four computers to increase our maximum enrollment from 18 to 22. A reconfiguration of the seating and the replacement of the data projector and screen with two flat screen 82” monitors created a better viewer experience with more true colors and gave increased visibility of instructor demonstrations for students working on individual computers.



Current and New Faculty:

In fall 2015, Rebecca Venturini took an indefinite leave of absence from teaching and in fall 2016, long-time adjunct faculty, Roger Lee, retired. After several two failed pools in spring 2016, we had success in Fall 2016. We place three faculty in the Graphics pool and were able to offer classes to Nick Bockelman (Art 255) and Yvonne Aubourg (Art 256). Patty Arnold continues to teach DE foundational digital courses.

Involvement in CPPR 2017-18:

Canguo Liu, full-time lead Graphics, and Margaret Korisheli, chair Fine Arts, conducted this program review with input from Division Assistant, Magnolia Stork, adjunct faculty in Graphics and full-time faculty in Fine Arts.

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

- A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Graphics program helps students achieve their educational goals by providing foundational and complex skills, software, concepts and art/design education for students to earn a certificate, contribute to an AA Art Studio degree, enter or retrain for the workforce, or transfer to a four-year institution. The courses promote cultural, intellectual, personal and professional growth with an abundance of opportunity to tailor the learning to specific goals for each student. 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 to prepare students to be visually and intellectually engaged in our increasingly complex face-to-face and digital communities and world.

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

SLOCCCD Institutional Goal 1

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

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. Once the new transfer degree in Graphic Design is released by the state and implemented at Cuesta we forecast its popularity among students. However, the proposed transfer degree is not as robust as we had hoped. For students who plan to transfer to Cal Poly we will recommend the breadth of our graphics classes culminating in Graphic Design II and the completion of a digital portfolio to for submission in the application process.

The Fine Arts department has established several traditions to promote our degrees and certificate: (1) A reminder to faculty on Opening Day to take our degree and certificate handout to their first class session and make themselves available after class to talk to students. (2) Placing posters with Cuesta's degree and certificate application dates and the department chair's email, so students can set up an appointment to find out if they meet the requirements for a degree and/or certificate. (3) Participation in multiple outreach events and the Promise Day event each fall.

SLOCCCD Institutional Goal 2

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

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. We are in the process of pursuing Dual Enrollment for foundations course Art 256 and 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 skill 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.

SLOCCCD Institutional Goal 3

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.

The Graphics Advisory Board is helping us establish connections with the graphics and creative business community and Cal Poly.

SLOCCCD Institutional Goal 4

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 Cangueo has kept us current with technology, pedagogy, software and industry standards within our budgetary restriction.

SLOCCCD Institutional Goal 5

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

Our enrollment in Graphics fell during the tumultuous transitions between full-time instructors. This year the results of Cangueo'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 will not be completed until summer of 2107, so the effects will not be reflected in our institutional data until next year.

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

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

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

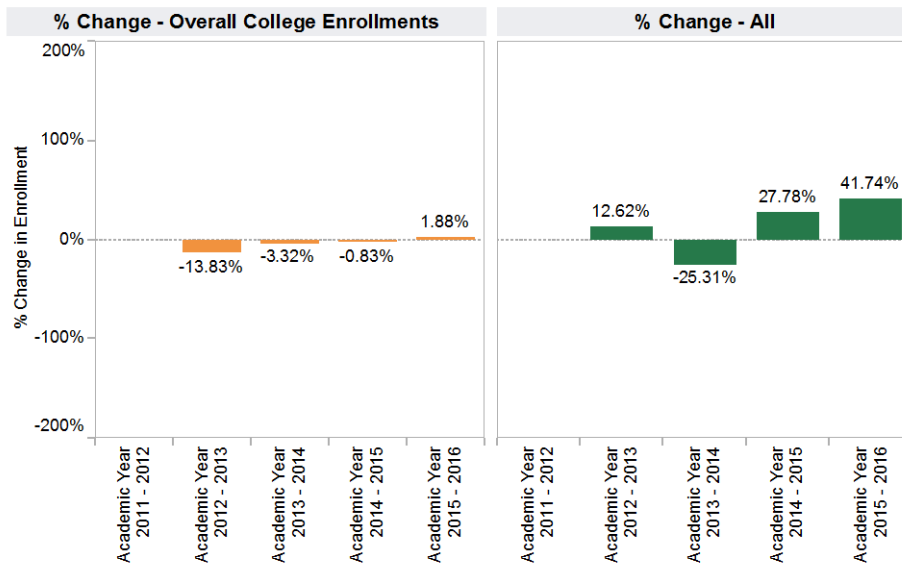
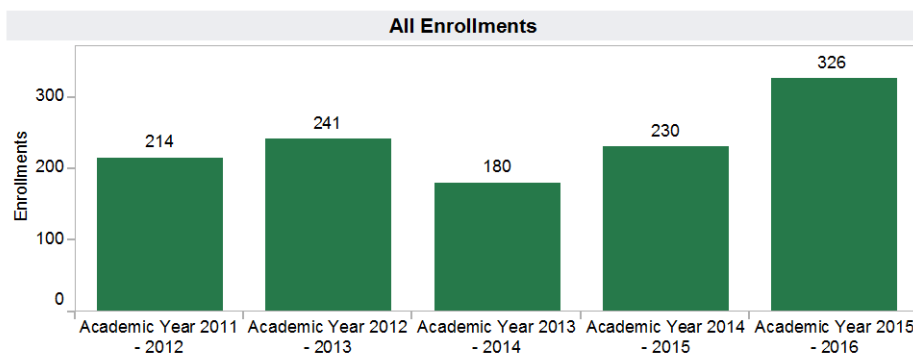
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

Disaggregated data specifically for Graphics is not available as Graphics is within the Fine Arts division and all classes have the ART prefix. Please see the APPW for Art Studio for general disaggregated data for Art.

SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
Multiple values



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
- What strategies will be employed to meet the current year's projection?

We had a total 326 enrollments in 2015-16 compared with 230 in 2014-15. We see the strong trend of increasing of enrollment as we are continuing to offer more classes which align with market and students need and build our program's reputation. The steady enrollment growing in Graphic Design I and Typography and more sections of Photoshop and Illustrator all are contributing to the increment.

In 2016-17, with the newly remodeled lab, more class offerings and more course content structure change are factors that continue the trend of increasing enrollment.

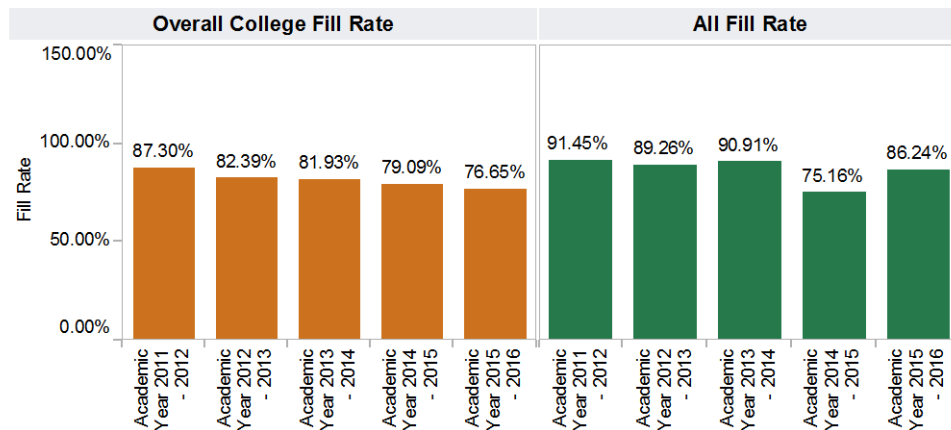
General Student Demand (Fill Rate) ([Insert Aggregated Data Chart](#))

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
All

Course:
Multiple values



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 for Graphics increased by over 10% from 2014-15 to 2015-16.

- List the trend (i.e. increasing, decreasing, same)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.
- Based upon the trend, what strategies do you plan on implementing?

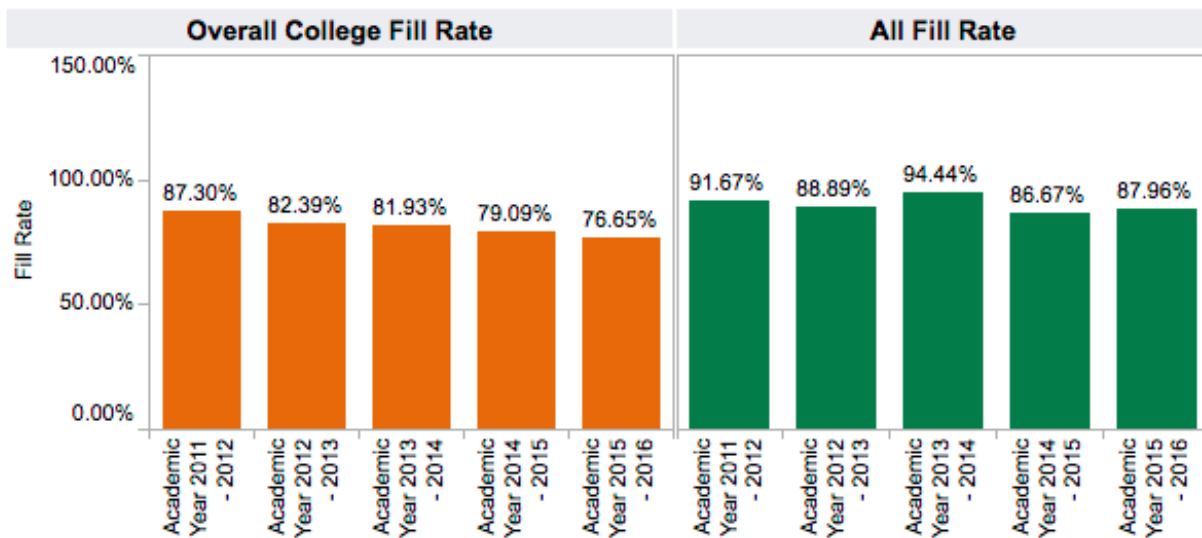
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 255



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.

ART 255 Foundation of Digital Graphic remains same trend with about 2% increasing the fill rate. We will keep as an attractive option for new students who are interested in learning Graphic Design.

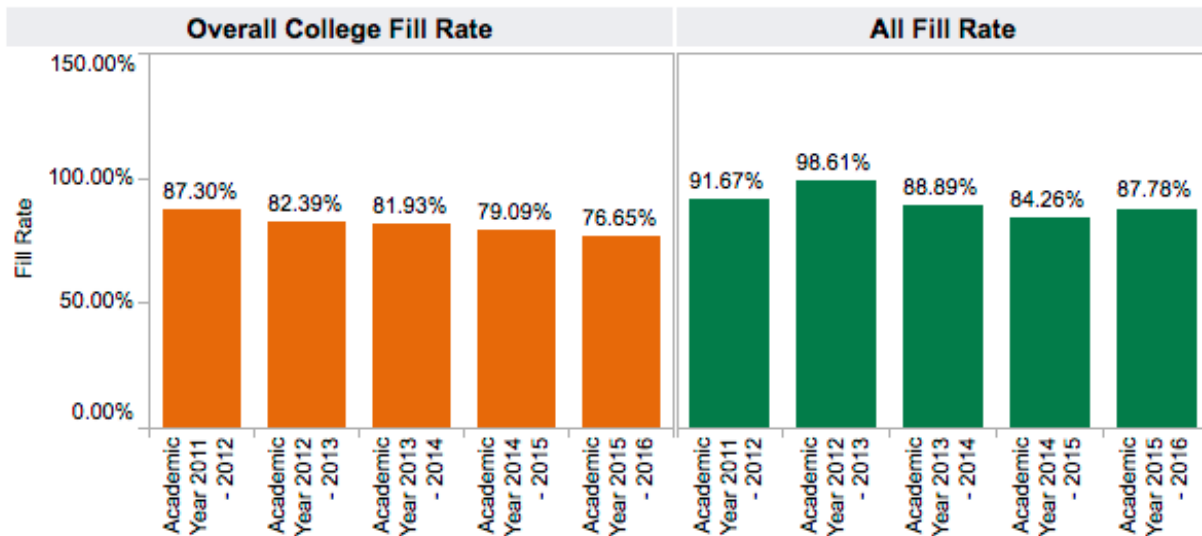
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 256



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.

ART 256 Foundation of Digital Imaging Art has 3.52% higher fill rate (87.78%) compare with the previous year (84.26%). With a new lab and new hire part-time faculty, and time-frame change and dual enrollment, we are expecting to see the fill rate remain good.

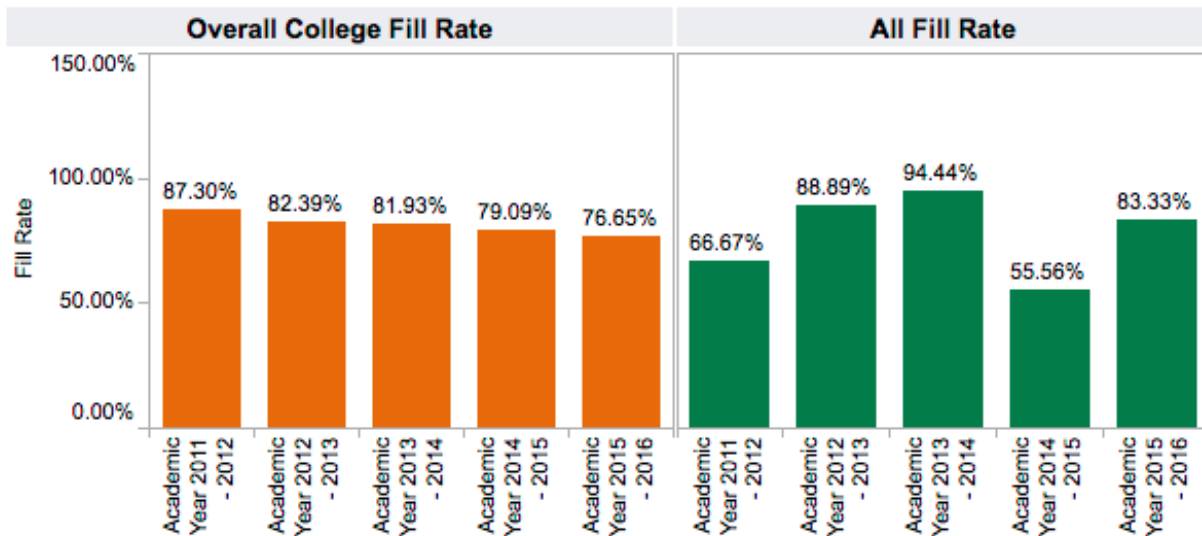
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 258



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.

ART 258 Foundation of Digital Layout Design (83.33%) increased 27.77% from the previous year (55.56%), bringing it back to a good fill rate condition. One factor is that we change the course to make it more visual design oriented rather just software. We are expecting to see the fill rate remain healthy.

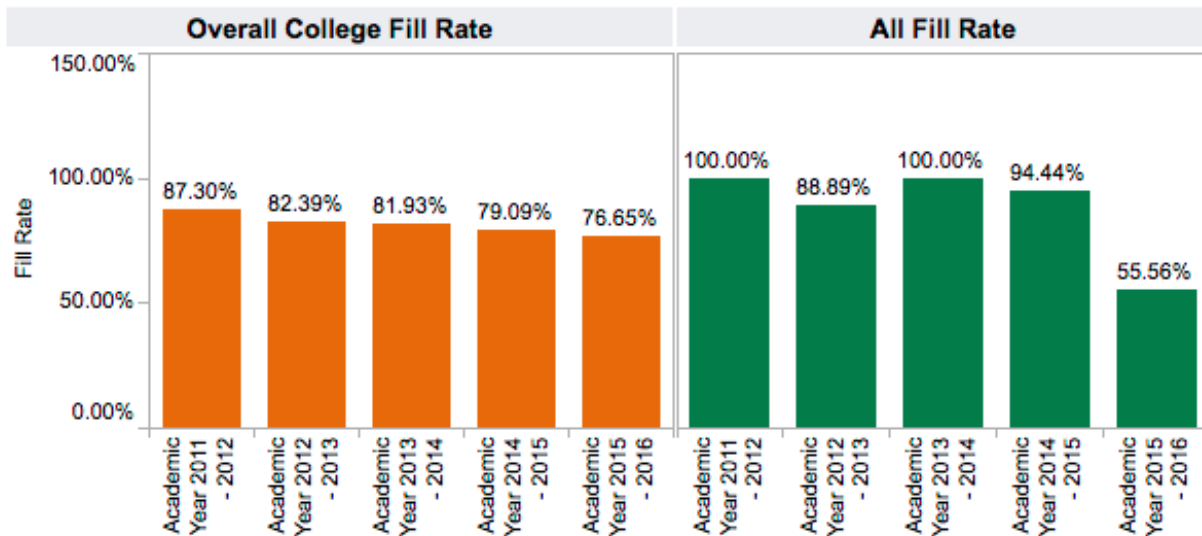
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 259



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.

ART 259 Foundation of Web and UX design, have significant low fill rate at 55.56% in 2015-16. The one contributing factor affecting fill rate is we changed the course name to UX design; it is too new of a concept for students who do not follow the market. We have already seen more UX design jobs this year and got some querey about this couese. We expected the fill rate will rise once more as student understand its value.

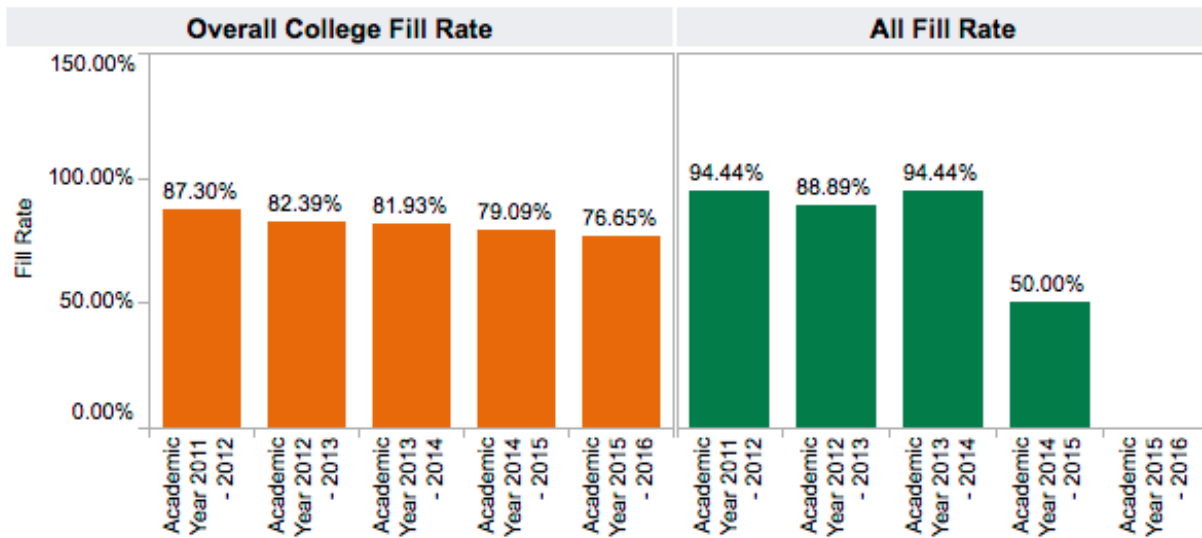
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 265



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.

ART 265 Foundation of Motion Design, formerly Adobe Flash which was based on software discontinued by Adobe. We are expecting a high fill rate for this course in this coming fall since we rewrote the curriculum to introduce more high demand software and tools such as Adobe After Effects and Cinema 4D.

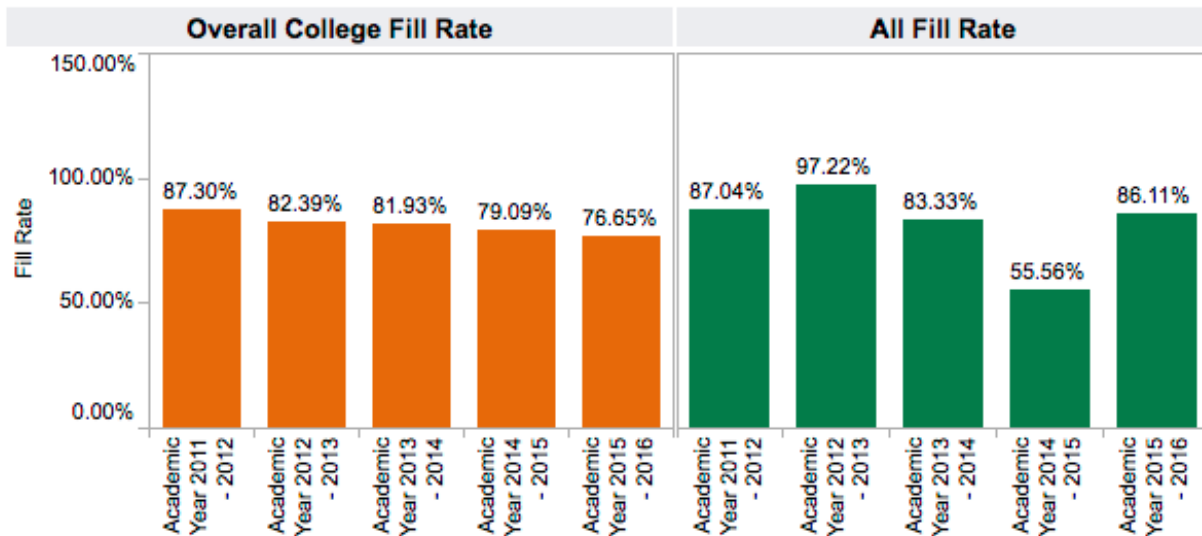
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 266



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.

ART 266 Graphic Design I, at 86.11% fill rate has significant improve from the previous year 55.56%. We will keep as a popular options for students. We are expected to see the fill rates remain good.

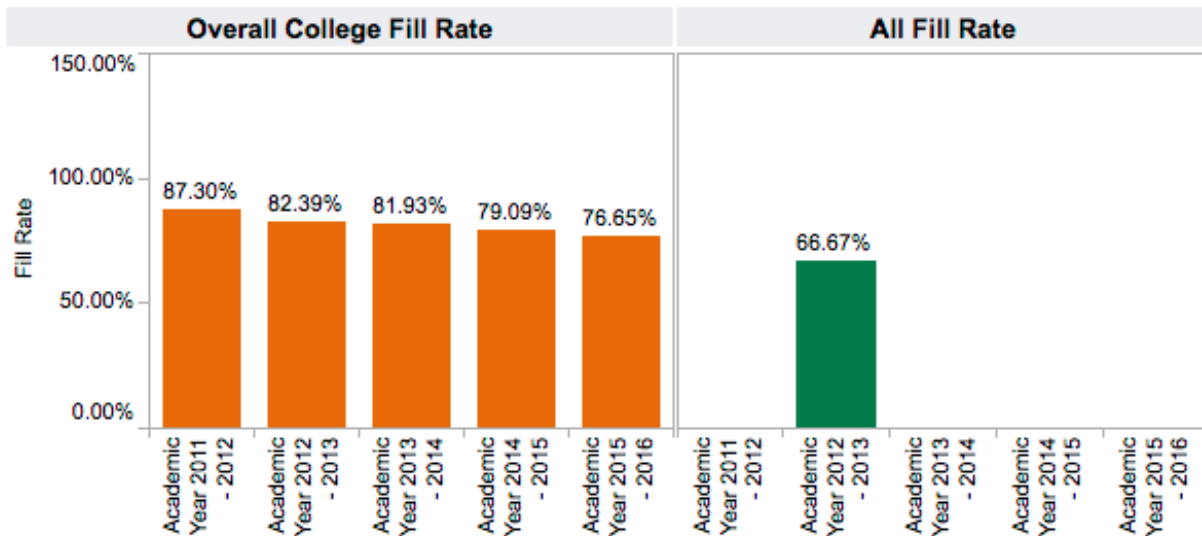
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 267



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.

We have not offered ART 267 Graphic Design II since 2012. However while we are working on this document at Spring 2017, for the first time we offer Graphic Design II in 4 years, we got 19/22 at 86.22%.

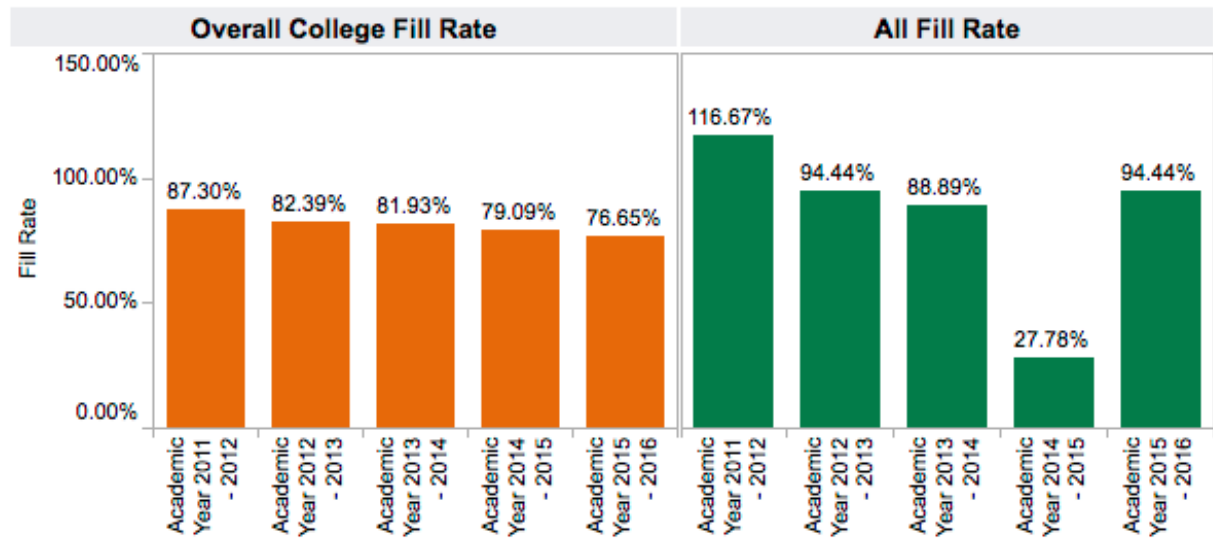
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Art

Course:

ART 268



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.

Art 268 Typography Art have 94.44 % fill rate and with 66.66% difference from the previous year. The main factors are we start to offer more digital typography tools and not limits to know the terminology of typography but provide more intensive demo and projects that build a strong typography designs portfolio.

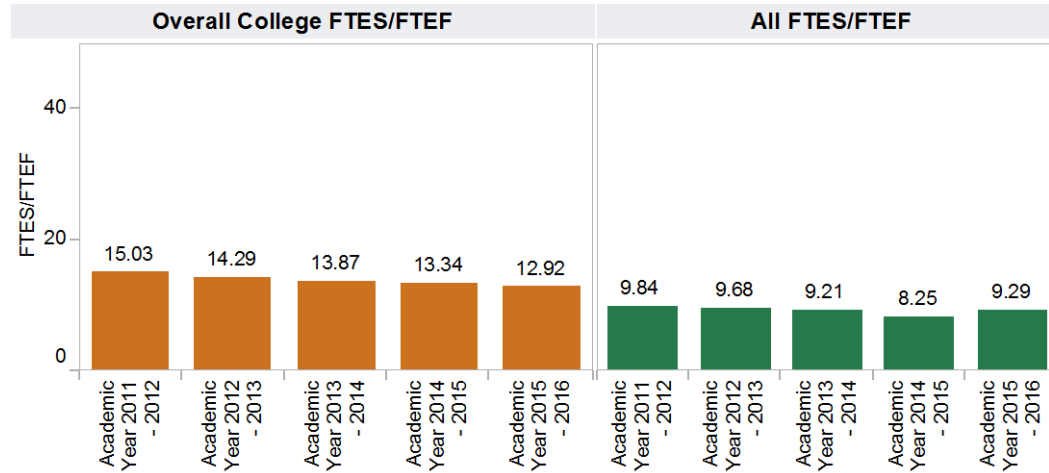
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
All

Course:
Multiple values



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

- List the previous year's projection and current year's projection for enrollment (*i.e. increase,*

decrease, remain the same).

- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

Efficiency in graphics courses has remained steady with the exception of 2014-15 when it dipped to 8.25. We will work to attain an efficiency closer to or over 10 next year. 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 from 18-24 for DE sections (effective summer 2017). If our courses fill in 2017-18, this increase in Caps and enrollment maximums will bring an additional 88 students.

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.

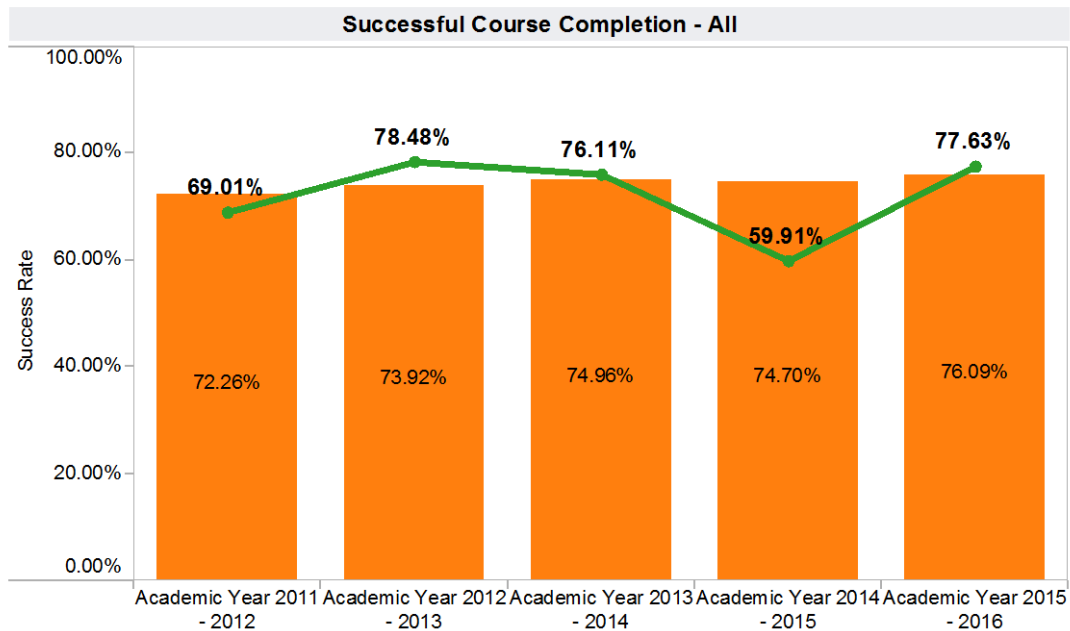
General [Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
Multiple values

Legend:
■ Department Success Rate
■ Overall College Success Rate



All Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	69.01%	78.48%	76.11%	59.91%	77.63%
Total Enrollments	213	237	180	227	296

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

- Are different demographic groups underrepresented in your success figures? What might be causing

this? How can it be addressed?

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

We saw significant improve from 59.91% to 77.63% in 2015-16. Successful completion rates for graphics courses are higher than overall college success rates. 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.

Student Success—Course Modality (Insert Data Chart)

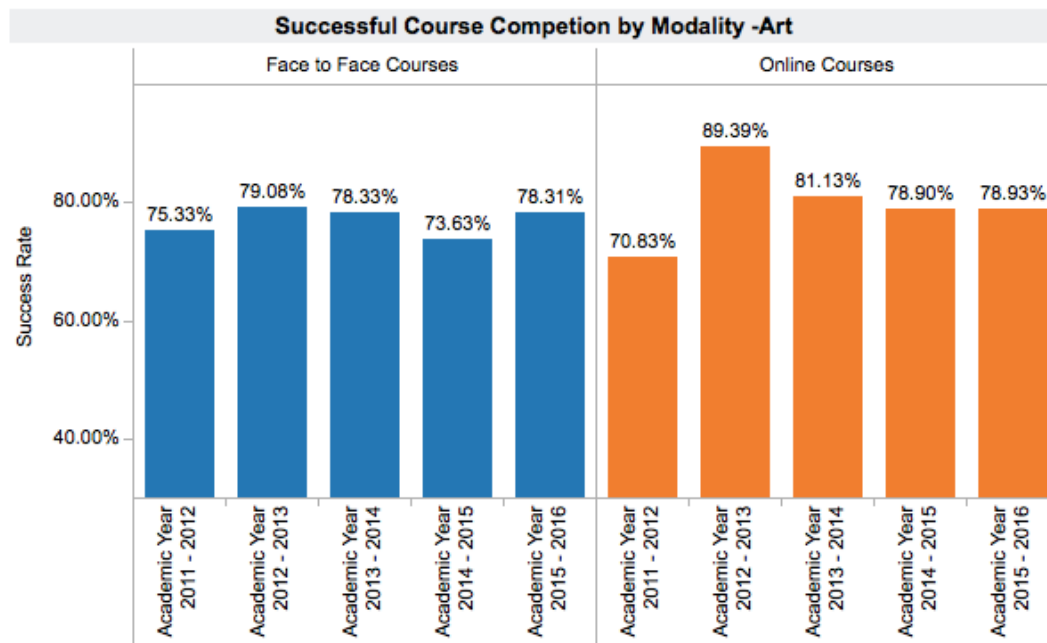
SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

Legend:

- Face to Face Courses
- Online Courses



Successful Course Completion by Modality Table - Art		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	75.33%	79.08%	78.33%	73.63%	78.31%
	Total Department Enrollments	2,547	2,367	2,234	2,192	1,946
Online Courses	Department Success Rate	70.83%	89.39%	81.13%	78.90%	78.93%
	Total Department Enrollments	120	66	53	218	319

With the exception of a dip in 2011-12 and a spike in 2012-13 for DE, completion rates for DE and face-to-face have been similar, steady and slightly above the college figures. We are not able to break out individual courses in DE so the results for DE Graphics courses (Art 255 and Art 256) are mixed with DE Art 200 (Art Appreciation). Anecdotally, our instructor who teaches both 18-week and 9-week DE graphics courses feel the students are slightly more successful in the 18-week format.

Canguo is mentoring two new instructors to help them increase student success in their courses. His teaching style emphasizes one-on-one instruction to help each student achieve their goals and produce professional design work.

- List strategies used during the last year in which data was reported to increase student success.

- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

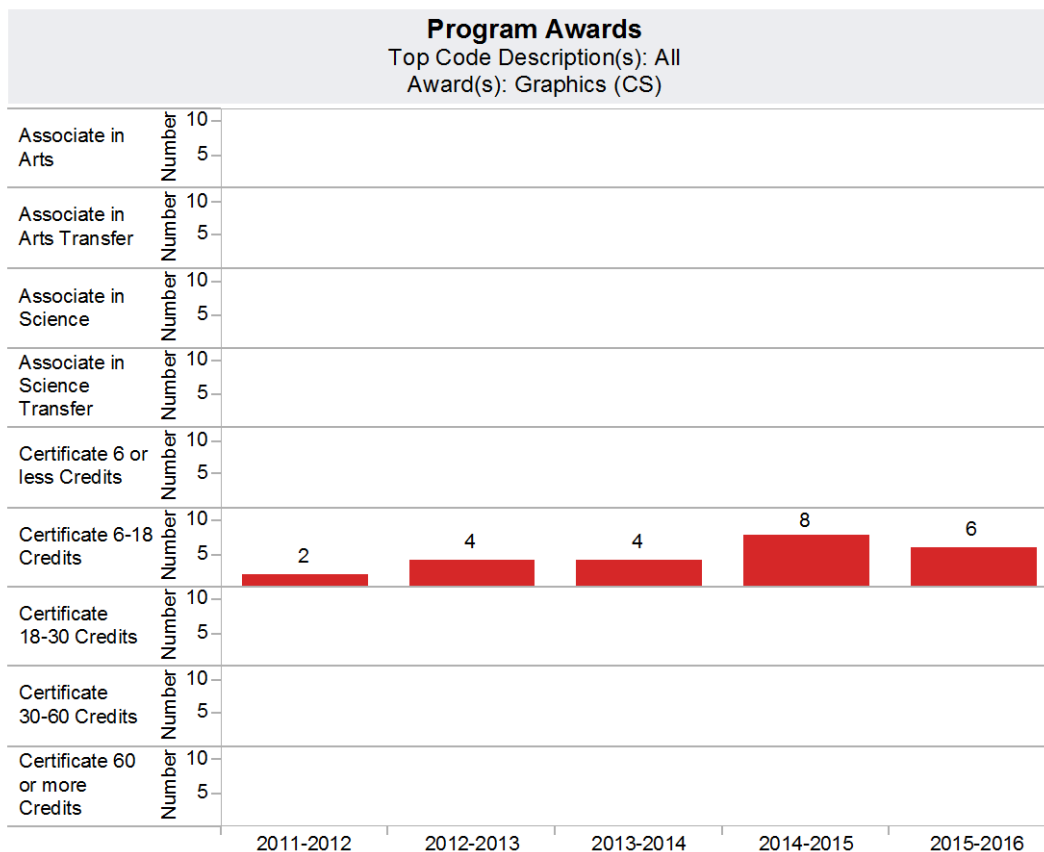
We reviewed all our current curriculum since last academic year to keep it current and meet the industry and CTE need, also provide more immersive projects to simulate the real world stuio experience.

Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
Graphics (CS)



Program Awards Table

Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificate 6-18 Credits	Graphics (CS)	2	4	4	8	6
	Total	2	4	4	8	6
Grand Total		2	4	4	8	6

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

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).

- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

We have six Graphics Certificates awarded in 2015-16, a decline from eight certificates the year before. With documents updated the previous year with new structure and courses, we are expected more students will be interested in getting our certificate.

III. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

**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 265 MOTION GRAPHIC DESIGN I
 ART 266 GRAPHIC DESIGN I
 ART 267 GRAPHIC DESIGN II
 ART 268 DIGITAL TYPOGRAPHY ART**

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

All of our graphics courses have had major revisions in the last two years which ensures currency in the following categories:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

	LAST REVIEW	2015	2016	2017	2018	2019	2020	2021
Current Active								
● ART 255 AI			minor	minor	MAJOR	minor	minor	MAJOR
● ART 256 PS			minor	minor	MAJOR	minor	minor	MAJOR
● ART 258 ID			minor	minor	MAJOR	minor	minor	MAJOR
● ART 259 UX			minor	minor	MAJOR	minor	minor	MAJOR
● ART 265 Motion				minor	minor	MAJOR	minor	minor
● ART 266 GD I			minor	minor	MAJOR	minor	minor	MAJOR
● ART 267 GD II			minor	minor	MAJOR	minor	minor	MAJOR
● ART 268 Typo			minor	minor	MAJOR	minor	minor	MAJOR

Programs

Graphics Certificate Deactivated 2016

Graphics Certificate of Achievement Activated 2016

Program Review

Graphics Certificate of Achievement Review Date
Mar. 2017

1. Required courses and electives, incl. course numbers, course titles, and course credits, are accurate.
2. Program description is current.
3. Program Learning Outcomes are accurate and include method of assessment

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

			SLC	pre F2011	F2011	S2012	SUM2012	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019	S2020	F2020	S2021	F2021
33	AR T 255	DIG. GRAPHIC ART	07 X2007 F2016 Approved Change	x		X																				
34	AR T 256	DIG. IMAGING ART	07 X2007 F2016 Approved Change	x		X						X					R					A				
35	AR T 258	DIG. LAYOUT	06 X2007 F2016 Approved Change	x			X					X					R					A				
36	ART 259	WEB & UX	F2010 F2016	x		X				X						X						A				
37	AR T 265	FLASH:ART, DES, & ANIM	02 X2008 F17 Approved Change	x			X						X									A				
38	AR T 266	GRAPHIC DESIGN I	04 X2003 F2016 Approved Change	x		X						X					R						A			
39	AR T 267	GRAPHIC DESIGN II	03 S2003 F2016 Approved Change	x					X							X						A				
40	AR T 268	TYPOGRAPHY	02 S2007 F2016 Approved Change	x													R						A			
41				x		X					X						R						A			

B.

Have you completed your course assessments in eLumen or CPAS?

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

C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?

Yes

D. Highlight improvement efforts that have resulted from SLO assessment.

Adding a significant portfolio element in the revision of our Graphic Design II course resulted from program assessment. This will give us a more effective tool to use as direct evidence when assessing Graphic Design majors who complete the course.

E. Recommend changes and updates to program funding based on assessment of SLOs.

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

F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

Funding requests are documented in the Resource Plan. We will pursue CTE funding to expand the professional capabilities of our program. Key funding requests are described in more detail here:

7137 Creative center remodel:

We are seeking to reshape the 7137 area to make it a more useful work and critique space for Graphic Design students. This move will provide a place for students to spend more time at school while 7138 is occupied with classes. As a two step plan, we will first use our current furniture and equipment to change the layout, and we will plan to make it a more advanced creative center once we get financial support.

The 7137 remodel helps students meet PLO #4.: Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication. And #5: Design and prepare professional graphic design work.

CNC cutter:

CNC - Computer Numerical control devices will be nice additions to our programs to make a more tangible graphic design portfolio like package design and product design. It will support PLO #5, to help student design and prepare professional graphic design work.

Resolve inaccurate color laser printer problem:

Ranking the top priority in the Graphics area, we are looking to add a new medium format inkjet printer to our lab to ensure color accuracy. The current 7138 color laser printer will continue to serve our lab for daily non-color sensitive printing. Color is an essential element and must be addressed seriously in our lab. This request will support all our SLOs and especially PLO #2: Demonstrate an understanding of digital color space and basic color theory.

Large format printing.

The 44' Epson 9900 printer has had a damaged head for a long time. We are looking to replace either the printer head or replace with a new model of 44" printer. This request will support all our SLOs and PLOs.

iPad Pro / Pencil

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 of the creative design process. We can do that now to help our students get prepared for their future career. This request will support all our SLOs and PLOs.

Wacom Tablets

Wacom Tablets is a professional device that enhances the drawing input to the computer, which will accelerate the creative process and provide more accuracy results. This request will help with all of our SLOs and PLOs.

V. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

- A. New or modified action steps for achieving Institutional Goals and Objectives
- B. New or modified action steps for achieving Institutional Learning Outcomes
- C. New or modified action steps for achieving program outcomes
- D. Anticipated changes in curriculum and scheduling
- E. Levels or delivery of support services
- F. Facilities changes
- G. Staffing projections
- H. Strategies for responding to the predicted budget and FTES target for the next academic year

We continue to work to refine our program to help meet Institutional Goals and Objectives and Institutional Learning Outcomes. Program outcomes are kept current and meet the needs of our students.

We are looking at the possibility to create high level foundation classes for ART 255: Foundation of Digital Graphic, ART 256: Foundation of Digital Imaging and ART 258: Foundation of Digital Layout Design into our curriculum for more specialty and small certificates. ART 259 Web and UX design, and ART 265 Motion Design also have the potential to create an advanced level course, especially, for CTE career preparation.

The new 7138 lab layout proves that the room can serve more students using limited space. However, the narrow space limits us to think big. We lack critique areas and isolated after-class space. The Graphic Design program will look for more space to create a creative center and other career simulation studios in the next few years.

We are watching the current trends in the industry and the whole job market very carefully to find new ideas to help our students be more prepared with a strong portfolio and high-level fluency with computer design software.

VI. END NOTES (If Applicable)

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

Graphic Design is for our daily life and bonded with computer and technology. Now, it is also a field that can bring more opportunities to our students and give them the skills they needed to start their career as a designer. We have two students who got full-time graphic design job after taking a few of our Graphic Design classes and more students starting to handle some part-time, paying graphic design work. When we apply for CTE (career and technical education) grant, we know that our education must prepare youth and adults for a wide range of high-wage, high-skill, high-demand careers.

We are starting to plan several lightweight certificates to focus on Web&UX design, Motion Design and Graphic Design for Business and continue to investigate the high-demand fields for new opportunities. We have tried to establish an evening program and these smaller certificates may help achieve that goal. Another consideration is hosting an evening BA in conjunction with a CSU. Monterey or Channel Islands are two possibilities. We will need to weigh the pros and cons. One concern is the lack of IT support in the evenings and the shared responsibility for equipment and technology. The AD-T in Graphics will be our first priority.

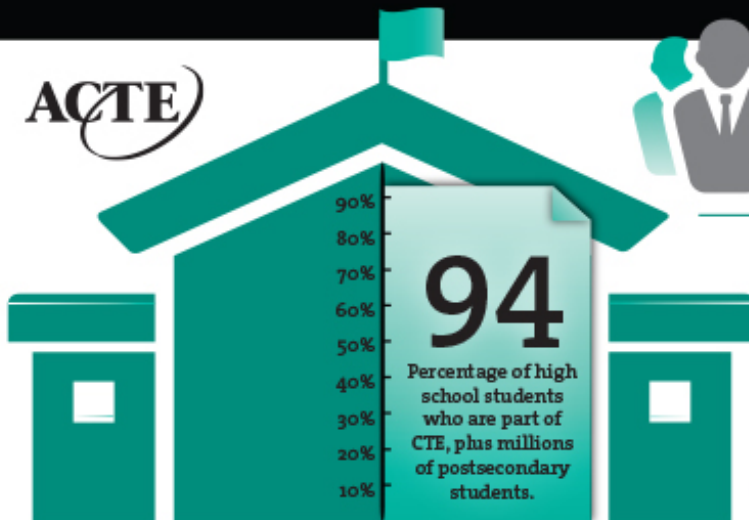
With more student graduates from our graphic design program getting jobs and transferring to the 4-year institutions, we are working on building a long-term reputation as an excellent and innovative Graphic Design program choice in the central coast. This goal cannot be realized without hard work, detailed planning and support from district, department, and colleagues and students.

- VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2017.

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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.

Student Services and Administrative Services 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.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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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:

https://sharepoint.cuesta.edu/Committees/faculty_prioritization/Committee%20Documents/Prioritization%20Process%20Handbook.pdf

D. 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.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: (survey link to be included prior to document dissemination October 1, 2016)