#7

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

Graphic Design

Q2

1.2 Lead Author

Tom Bugzavich

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

All colleagues on campus that unselfishly dedicated their time.

Q4

I.4 Dean/Manager:

Larry McLemore

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

There have been several significant changes that have occurred in the graphic design department since last year's update. First, the number of class offerings has held steady. We are planning more classes and more sections when budget constraints do not impede that expansion. Second, there have been new curriculum development and major revisions to the standing curriculum that reflects current trends in the industry. Third, enrollment numbers are increasing in articulated sections.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file and the program is following the plan

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Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

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Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment planII.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Several classes are scheduled for program outcome review as well as student learning outcome review. In addition, because of the upcoming accreditation, all programs will be undergoing review and revision so that they meet the most current needs and standards that are being required by the industry.

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

Student Learning Outcomes for the graphic design department are a collaborative effort from all teaching professors. We align with all institutional principles and practices. We start with the most popular core courses and ones that are shared between instructors. This requires discussion between all instructors teaching the same course. Our goal is to have as much continuity between curriculum driven SLOs as possible for all instructors teaching similar courses.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

The discussion about student access, success, equity, social justice, and multicultural education, is constant and the goal of the instructors in the graphic design department. We will always be focused on making sure any underrepresented students have the same opportunities as all others.

The number of historically underserved and nontraditional students continues to grow in the two-year sector. Additionally, community college students are increasingly enrolled part-time, juggling classes with work and family commitments. These populations now comprise the majority of today's community college students, yet their completion rates continue to lag behind those of the traditional student.

The solution has many facets. There must be total integration of core curriculum, faculty training and development, career pathway initiatives, student transition services and institutional practices and procedures. If any of these segments do not integrate into the total package, then our students will continue to struggle to achieve sustainable employment.

One the most important elements is to make sure that the curriculum reflects current industry standards. That means a continual review, and in many cases updating and creating new classes. Because our profession is so closely related to technology, change is constant.

Faculty training is essential in creating a strong educational program. You cannot demand that faculty keep pushing their own personal boundaries, but you can present them with opportunities that incentivize their participation and willingness to grow personally and professionally.

A clearly defined career path for students will allow them to fully investigate all of the core classes as well as electives that maybe needed to foster a clear and inclusive path to transfer or employment.

A vibrant and assessable career center can help students in the areas of transfer, employment and other extraneous tasks that may arise during their time at the college. This should be presented as a lifelong-lifeline throughout their educational experience into professionalism.

Lastly, practices and procedures need to be flexible, and in some cases revised so that integrating any one of these initiatives becomes a seamless process.

Assessment will play a key role in determining how the college advances equity and improved learning experiences through participation, therefore any part of this equity plan that does not meet the standards necessary to promote the success of the students, threatens to impede the process.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

A "diversity rubric" is a mechanism to help campuses put existing institutional data to good use by using them to identify inequities in educational outcomes for African American and Latino/a students in postsecondary education. The goal is for campus leaders to establish indicators and scales that will enable them to assess their institution's effectiveness in improving access, retention, institutional receptivity, and excellence for these historically underrepresented students.

The diversity rubric is theory-based, practical, and cost-effective and allows institutions of higher education to hold themselves accountable for race/ethnicity-based equitable educational outcomes. One of the tool's important aspects is that it was designed to be adaptable to particular institutional circumstances and to build internal capacity to address the problem of unequal results.

Within this approach, campus community members—particularly faculty—share the responsibility of rectifying inequities and striving for parity in educational outcomes for all students. Gathering evidence about outcomes—disaggregated by race/ethnicity—is an effective and powerful means of raising awareness and motivating faculty and staff to seek solutions.

Neither a best practice nor a packaged intervention, the rubric is process—built upon theories of organizational and individual learning —that is intended to bring about institutional and individual ownership of the problem of race/ethnicity-based inequality.

Faculty and administrators across the country are acutely aware of how budget reductions have affected their lives: furloughs, obliterated travel funds, reduced course offerings, cuts in departmental spending and even in departments themselves.

With a focus on underserved students, institutions need to rally their resources and strengthen their resolve to give students the support they need in these challenging times. Those resources directed toward the commitment in education and equity should be seen as investments, not as expenditures.

References

Bensimon, Estela Mara. 2004. "The Diversity Scorecard: A Learning Approach to Institutional Change." Change 36 (1): 44–52.

Furco, Andrew. 2002. "Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education," Berkeley, CA: University of California at Berkeley.

Lewis, William T. 2009. "Inclusion: Diversity Reconsidered From Islands of Excellence to Integrated Inclusive Excellence." Unpublished paper.

Milem, Jeffrey F., Mitchell J. Chang, and Anthony Lising Antonio. 2005. Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: Association of American Colleges and Universities.

Williams, Damon A., Joseph B. Berger, and Sheredick A. McClendon. 2005. Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Washington, DC: Association of American Colleges and Universities.

Page 6: II. Assessment and Student Achievement

Q12   **Yes**

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

"Recent analyses provide evidence that students in online courses perform substantially worse than students in traditional in-person courses and that experience in these online courses impact performance in future classes and their likelihood of dropping out of college as well."

The general consensus is that online classes aren't going away — enrollments continue to grow year after year. Further, online education increases access for students who, with work and family obligations, would not otherwise be able to go to college. Those people are just as much our students as the ones who show up on the campus, and they, too, deserve the best teaching we can offer.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

Being a good teacher, fundamentally, requires being in the classroom with your students. When you teach in person, you're with them, engaging in any number of activities: explaining, guiding, asking and answering questions. You arrive early to set up for class, you stay a few minutes afterward to talk one-on-one with a student who needs extra support and you're present and involved. You're there for your students.

Many of these activities haven't been translated to the online practice. When teaching in person you have a set schedule for when to be in class and that schedule also may determine the weekly blocks of time during which you prepare for class and other student activities. But why does this framework not not exist for an online class? And so without intentional planning, you may go several days at a time without engaging in teacherly activities with your online students.

Create a basic lecture schedule for meaningful and active involvement in your online classes. Schedule the same amount of time each week to be visibly present and engaged in your semester-long online class. Be visible, and offer meaningful engagement.

Online education increases access for students who, with work and family obligations, would not otherwise be able to go to college. Those people are just as much our students as the ones who show up on the campus, and they, too, deserve the best teaching we can offer.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

New and existing class curriculum is to be created and/or modified to reflect current trends in the industry. New curriculum should be written so that classes align with university credit standards. This will allow increased enrollment from students seeking additional training in the associated fields.

According to the strong workforce initiative that has been created by the California community college Chancellor's office, there are several disciplines that fall within the realm of information and communication technologies and digital media. Since career education is within the scope of that particular program, there are additional courses of study that will be available to our students so that they graduate with a well-rounded background of training allowing them the opportunity to move nimbly once they are in the professional employment market and providing sustainable employment.

Q16   **Completed**

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Please describe the results or explain the reason for deletion/completion of the goal:

Two computer labs upgraded. New printers installed. Department website completed.

Based upon the current GD129 Page Layout curriculum, a new work-based project using said printer was initiated. Students designed booklets and prepared them for printing. The pre-press activity involved understand and producing individual master-prints for each color. Using an in-depth analysis, in easy to understand theories, of color interaction and printing techniques, students were required to use several processes involved in knowing, which in their completeness include perception and judgment. This industry-based skill set will allow students to develop the cognitive skills needed in their future educational and professional career paths.

Q18   **No**

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The new goal is to continue to revamp all of the technology/labs in the department. I am currently writing proposals for the strong workforce program that will hopefully fund all of our initiatives. I will include the necessary technology addendum that is required. That will show that as new equipment arrives, it will need to be scheduled to be installed in the labs. Secondly, existing class curriculum will be modified to reflect current trends in the industry. Additionally, new curriculum will begin to be written so that elective classes will be available for students seeking more training in the associated fields. According to the strong workforce initiative that has been created by the California community college Chancellor's office, there are several disciplines that fall within the realm of information and communication technologies and digital media. Since career education is within the scope of that particular program, there are additional courses of study that should be available to our students so that they graduate with a well-rounded background of training that will allow them to move nimbly once they are in the professional employment market.

Q20   **No**

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q21   **Respondent skipped this question**

Goal 2:

Q22   **Respondent skipped this question**

Goal Status

Page 12: III. Previous Goals: Update continued

Q23   **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

Q24   **Respondent skipped this question**

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25   **Respondent skipped this question**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q26

Do you have another goal to update?

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Respondent skipped this question

Q28

Goal Status

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q29

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q31

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q32

Do you have another goal to update?

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q33

Goal 4:

Respondent skipped this question

Q34

Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q35

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 19: III. Previous Goals: Update continued

Q36

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Page 20: IV. New Goals

Q37

Would you like to propose any new goal(s)?

Yes

Page 21: IV. New Goals continued

Q38

New Goal 1:

Development of WBL Learning Moldule

Q39

Which College Strategic Goal does this department goal most directly support? (Check only one)

Guided Student Pathways

Q40

Please describe how this goal advances the college strategic goal identified above.

"Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability."

Q41

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Recent research, policy literature, and federal legislation suggest that comprehensive WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors. View the framework below, then scroll down to learn more about WBL in federal legislation and see references for the three components.

Q42

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Define Work-Based Learning and explain the WBL spectrum
Explain the benefits and importance of incorporating WBL into your courses (equity)
Design and implement a WBL opportunity into your course
Learn how to incorporate a WBL opportunity into your syllabus
Understand Work-Based Learning funding metrics (SG21)
Assess WBL activity for continued improvement

Q43

How will this goal be evaluated?

Certification. The program will deep dive into what WBL is, how it benefits our students, and how funding metrics will soon be tied to these opportunities.

Q44

Do you have another new goal?

No

Page 22: IV. New Goals continued

Q45

New Goal 2:

Respondent skipped this question

Q46

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q47

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q48

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q49

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q50

How will this goal be evaluated?

Respondent skipped this question

Q51

Do you have another new goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q52

New Goal 3:

Respondent skipped this question

Q53

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q54

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q55

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q56

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q57

How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another new goal?

Respondent skipped this question

Page 24: IV. New Goals continued

Q59

New Goal 4:

Respondent skipped this question

Q60

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q61

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q62

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q63

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q64

How will this goal be evaluated?

Respondent skipped this question

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

What resources is your program requesting this year to achieve the program's goal(s)?

My program is currently not requesting any resources at this time

Page 27: Final Check

Q66

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review