#8

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Graphic Design

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Tom Bugzavich

Q3 Dean/Manager:

Larry McLemore

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 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 program review/update. First, the number of class offerings has dramatically increased. We are now offering more classes and more sections than ever before. There have been major revisions to the standing curriculum within the classes that reflects current trends in the industry (a new multimedia class has been created). Enrollment numbers are increasing in all sections. Two of the three computer labs have been upgraded.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.　　**No**

Q6 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.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The conspicuous findings from the previous course and program learning outcome assessments have shown that the classes are much more reflective of what is currently happening and relating more to industry standards. Program learning outcomes have been reviewed and revised so that they are more in line with current industry standards. Student learning outcomes have also been reviewed and revised so that they are more specific and focus on relevant topics.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Several classes are scheduled for program outcome review as well as student learning outcome review. In addition, 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.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

Yes

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Yes

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Through marketing efforts, collaborations and high school articulation agreements, more students are interested in attending classes and following a career path leading to employment in this professional field. Current success rates continues to be evaluated as new data continues to arrive. Course material has been updated to reflect current industry standards that require a specific skill set. That is also reflected by the instruction method and delivery of the class curriculum.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The current success is close to and over 80% in most all classes. Once all of the instructors have implemented the necessary curriculum modifications, I believe that we can easily sustain 77% and most likely attain 80%. As the learning outcomes as well as student achievement has been clearly defined in each of the course offerings, it should be easier to measure student success.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Overall, the success rates of all students in the program show no equity gaps. Additionally, with the addition of new faculty in the program as well as revised/modified curriculum, this will help sustain and bring all of the success rate numbers higher. Establishment of consistent student learning and program learning outcomes across all curriculum will add to those success rates.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

While the addition of new faculty members adds vitality to the program, there will also be some possible confusion in the method of delivery as well as what goals should be achieved in all of the curriculum. the goal is to establish a consistent delivery by all instructors in all classes will help solidify a learning environment more conducive for all students regardless of what class and what teacher they may be learning from at any time during the year.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Great care is taken to identify any student who may be struggling with personal or professional issues related to obtaining success in their educational goals. Well thought out student learning and program learning outcomes will help guide and defined how the curriculum is presented in each of the classes. Having consistent and clear outcomes in place will allow the solidifying of the curriculum content itself so that what is taught is consistent regardless of who is teaching it.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

My thoughts are that how we are teaching and what we are teaching is becoming much more consistent and established amongst all of the instructors. When we all approach teaching and learning with a like mindedness goal, then it will be easier to make sure that what is taught at a beginning level class is not only consistent, but that it also consistently relates to further classes that the students will be taking within the program. Much of this initiative is driven by the work-based learning philosophy and career education directives from state and local sources.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

The Graphic Design Department continues to explore all options and opportunities to work with other disciplines on campus and statewide to develop partnerships that help our students become well-rounded in their quest to develop their professional skills. Exposing them to the practice of working in an environment where several disciplines are involved in the creative/critical process will be instrumental in establishing a well-rounded education that will lead to sustainable employment.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?　　**Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

As the delivery of online content continues to evolve, life long learning needs to be at the top of the list of goals for any instructor wishing to participate in this type of teaching. Because this type of learning is so dependent upon the technology that drives it, constant training needs to be required so that the instructor can use the latest technology to successfully engage the student and help them attain their goal of learning and reciprocating the presented content. Online learning teaching methods must be equal to face to face delivery methods, and achieve better, or at least the same results.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Currently student evaluations of course content and delivery are being used to evaluate the online teaching environment. Possibly, in the future, more oversight by department chairs and "coaches" may be needed to ensure the best effort is being created by the instructor in the online classroom.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?　　**Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Fully revamp all of the technology/labs in the department.

Q26 Which College Strategic Goal does this department goal most directly support?　　**Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

I continue to write proposals for the strong workforce program that will hopefully fund all of our initiatives. Existing class curriculum is be modified to reflect current trends in the industry. Additionally, new curriculum has been written so that elective/transferable 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 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.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q30 Do you have another goal to update?   **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?   **Respondent skipped this question**

Q33 Do you have another goal to update?   **No**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:   **Respondent skipped this question**

Q35 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q36 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q37 Goal Status   **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update?   **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   **Respondent skipped this question**

Q42 Do you have another goal to update?   **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:   **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q46 Goal Status   **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?   **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated?   **Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:   **Respondent skipped this question**

Q53 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q54 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q55 Goal Status   **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year:

Respondent skipped this question

Q67 How will this goal be evaluated?

Respondent skipped this question

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?

No

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Respondent skipped this question

Q70 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q72 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 data:

Respondent skipped this question

Q73 Action steps for this year:

Respondent skipped this question

Q74 How will this goal be evaluated?

Respondent skipped this question

Q75 Do you have another new goal?

Respondent skipped this question

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Respondent skipped this question

Q77 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q79 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 data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated?   **Respondent skipped this question**

Q82 Do you have another new goal?   **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:   **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q86 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 data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated?   **Respondent skipped this question**

Q89 Do you have another new goal?   **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Respondent skipped this question

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 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 data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

No

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Respondent skipped this question

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?

Respondent skipped this question

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 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