GLENDALE
COMMUNITY
COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program

> **VISUAL & PERFORMING ARTS**
> **GRAPHIC DESIGN**

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

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Overview of the Program
All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

> The Graphic Design program is offered for students interested in pursuing a career in the Graphic Arts. We offer courses that transfer to four year colleges and universities as well as a terminal GCC certificate. We provide education for three types of students. First, our courses offer the student who is beginning their career a basic foundation and the possibility of transfer for the BA at the college or university level. Second, we provide the most current knowledge available for students who are already working professionals and need to update skills. The third student is one who is out-of-work and needs to retrain for a new career.

Please list the **most significant achievement** accomplished since your last program review.

> Students report that they have been able to use their skills provided by our Graphic Design program to obtain employment.   Moreover, we are building bridges with other institutions to align our curriculum to make transfer easier. (documentation available)

List the current major strengths of your program

> The changes we have implemented in the program over the last year are more effectively addressing student needs by aligning with industry needs. In the last year we have obtained industry standard software, we are currently in the process of upgrading hardware as well. We now hire industry professionals as adjunct instructors. These instructors not only provide excellent instruction, but also serve as conduits for student contact and to relay the most recent demands of the industry.

List the current weaknesses of your program

> There is a problem with the lack of flexibility within the institutional structure. Graphic Design is an industry that is constantly changing and must be updated continually. Technology is a

rapidly changing environment. This makes it necessary to revise courses quickly to align with the industry and student needs. After we have perceived a need for change in the program the lengthy approval process restricts us from implementing the needed changes in a timely manner to provide the best possible educational experience for our students.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
ART/DESIGN	2007-2008	75	4.5	532	83.3%	62.5%	70.8%	9
	2008-2009	73	4.0	578	81.3%	84.6%	66.0%	6
	2009-2010	55	4.6	382	61.6%	70.7%	60.5%	4
	2010-2011	31	3.3	299	60.4%	66.9%	67.8%	4
	% Change	-58.7%	-26.4%	-43.8%	-27.6%	+7.0%	-4.2%	-55.6%
	4-Yr. Trend	decreasing	decreasing	decreasing	decreasing	stable	stable	Decreasing
VISUAL & PERFORMING ARTS DIVISION **TOTAL**	2007-2008	1,281	74.5	547	56.0%	86.5%	69.2%	36
	2008-2009	1,338	72.4	588	53.1%	97.5%	70.5%	40
	2009-2010	1,328	76.4	553	50.0%	96.6%	72.1%	22
	2010-2011	1,228	79.3	493	50.6%	94.4%	70.0%	28
	% Change	-4.1%	+6.3%	-9.8%	-9.7%	+9.2%	+1.3%	-22.2%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

The trend analysis above does not reflect an adequate picture of the program. First of all, numbers have often been combined for Photography and Graphic Design as some are cross-list courses and numbers become skewed depending on which course a student enrolls in (Photo or Graphic Design m-pulled). Secondly, problems with our new PeopleSoft system complicated the registration in our courses and made both the cancellation of classes and the difficulty of acquiring necessary waivers for pre-requisites for qualified students problematic. The most significant issue has been changing the negative perception of the program for both students and industry. It is difficult to overcome all issues in a one-year cycle. Although our numbers are now improving significantly, it will take more time and increased flexibility to turn the trend into a positive one.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

While we have made significant strides in overcoming a reputation among students, industry, and academia of being extremely outdated and out of touch with current design there are hurdles still blocking our path. The difficulty in updating the current certificate offered (Advertising Art) has caused much confusion for our students and significantly impacted the number of Certificates awarded. Also, students who are coming to the program to update skills often do not pursue the certificate, but take only the classes they need to be current in the industry. The numbers of Certificates awarded in all years is statistically small, and this results in a skewed percentage rate. Also because the Advertising Art Certificate is outdated many of the required courses and no longer being offered making the completion of the Advertising Art Certificate increasingly difficult for students.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
ART/DESIGN	10	91%	10	91%	6	55%	No

2.1. Please comment on the percentages above.

Previous to the implementation of the SLO program at GCC the Graphic Design Program has always done course assessments on a regular if more informal basis.   The new SLO process has formalized a process and has lent the program more consistency between individual instructors. This is leading to a more unified principle for our Program Level SLO. With new instructors in place I anticipate an improvement in assessment completion on both the course and program level.

2.2. a) Please provide a *link** to all program <u>assessment timelines</u> here. This link could be to your
       division /department website, eLumen, etc.
     b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been
        changed or will be changed as a result of developing assessment timelines and course/program
        alignment matrixes.
     c) Based on the program assessment timelines you have developed and the evidence you have
        gathered, please comment briefly on how far along your division/program is in the
        assessment process.

a. Currently we do not have a link to show assessments. This will be a target for next year's
    action plan.
b. This also will be a part of our upcoming action plan.
c. We have completed all Student Learning Outcomes for all Graphic Design courses. We will
    be working on the timelines and inclusion of Core Competencies in the coming year.

2.3 a) Please provide a *link* to any program and/or relevant course <u>assessment reports</u>. Does the evidence
       from assessment reports show that students are achieving the desired learning outcomes?
     b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that
        have been changed or will be changed as a result of the assessments conducted.

See link for Research and Planning.

2.4   Please list all courses which have been reviewed in the last academic year.
      Note: Curriculum Review is required by the Chancellors Office every 6 years.

2.5   Please list all degree/certificate programs within the division that were reviewed in the last
        academic year.

We are currently in the process of revising our Certificate. See above #

2.6   For each program that was reviewed, please list any changes that were made.

Retired old classes. Rewrote outdated courses and implemented new course. We instituted a high school outreach program by supplying informational packets to high school counselors.

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning
        or improved program/division processes?

1. The attendance at Division Retreat that was centered on the SLO process. 2. Regular meetings with the other Digital Arts programs (photo, media, animation) to discuss program goals.

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for
your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Complete course assessments,	Individual course improvement
program level timeline for SLO,	More cohesion among courses
Complete links for SLO alignments	Better record keeping and transparency

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