

PROGRAM REVIEW UPDATE 2016-2017

Program: Visual Communications

Division: Arts & Humanities

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

The department now has a full time instructor, and over summer of 2016, the department's classroom has moved from the 300 building to the 700 building. Through a CTE fund, the

department was able to purchase Wacom digital tablets for each of the student stations, which will better serve students for multiple classes such as Photoshop, Illustrator, Color Theory. The computers will also effectively be dual-monitor setups, which should help with overall productivity.

Looking at the program review discipline data package from 2011 to 2015, student head count and total course enrolments have fluctuated but generally have fallen year to year. Generally, students that are 19 years old or younger has fallen and the age group that has grown is older (10% increase in spring in the 40-49 year old category) and growth in 22-24 year old category in fall. Most students are returning students, while the number of first time any college and first time transfers have decreased.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

From the repeated requests from last year's program review update, the college has successfully hired a full time instructor. The Design Lab (Design Shop) is not currently running and there are no plans to update or offer the Design Shop as a course currently. The website will be taken down and a placeholder be put in its place.

Courses for the animation curriculum has started to be written by John Hogan, but efforts will be concentrated on writing new courses that extend the offerings of current programs (web and design), as well as collaboration with the photo program.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

We are trying to increase enrollment of students so classes don't get canceled. Also planning on changing course offerings so that basic courses will be offered every semester, which allows students more flexibility in choosing classes and will allow them to complete their coursework sooner. is also trying to cross list advanced classes with beginning classes so those students who have already started on their coursework will not be hindered and have to wait even longer for classes.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Many (if not all) of the courses in the program are out of date. We are making corrections to the courses in Curricunet, especially those that most directly affect students and are offered on a regular basis.

We are also finding that students are taking a lot longer to complete the program than they initially expected, due to class cancellations, or classes not being offered enough. Some students were not able to complete the program because they have taken too long and have to move or go on to do something else. Many students are also taking classes out of sequence, which leaves them ill prepared for the next class. We are trying to address this issue by cross-listing some advanced classes together with the beginning classes to increase enrollment, increase the frequency in which beginning classes can be offered.

We also have difficulty scheduling classes at ideal times because we only have one classroom and are sharing it with the photography program. This has made it difficult for both programs to schedule classes. For instance, our portfolio class is scheduled to meet only once a week, but for 6 hours at a time. Photo also has to schedule their lectures in another building, away from their usual classroom. We hope to eventually have more than one classroom, an additional computer lab (a PC Lab, or a mixed Mac and PC lab) would be extremely helpful. Or, if we eventually move into a new building, to be close to the Arts program, since our programs share many of the same students.

E. What are your most important plans (either new or continuing) for next year?

Our most important current plan is to increase enrollment and offer foundation/introductory courses every semester. The current plan is to start cross-listing classes that make sense to go together as a way to deal with both of these challenges.
We also plan to update courses in Curricunet, deactivate classes that are no longer offered and create new classes that are more relevant to skills that employers are currently looking for. Update the degrees and certificates, and develop new programs.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

There are no current plans for adding distance education courses for the department, but in the future, we would like to be able to offer some of the core technology classes (Photoshop, Illustrator, web design) as DE courses.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes. With a full time faculty on board, the department will be able to maintain and develop the curriculum, which includes updating SLOs for courses and making it easier to make meaningful assessment of the SLOs.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? X yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO: NA
Describe the quantitative or qualitative results: NA
Discuss any actions taken so far (and results, if known): NA
Discuss your action plan for the future: NA

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: VCOM 53 Photoshop I (Using 2014-15 data, there is no data for vcom for 15-16)
Course SLO: A student who successfully completes VCOM 53 should be able to use Photoshop tools at the most basic level to create and manipulate images.
Describe the quantitative or qualitative results: For Fall and Spring combined, all of students who complete the class received a C or better, with 3 students (10%) receiving a C, 11 students (36%) receiving a B and 16 students (54%) receiving an A.
Discuss any actions taken so far (and results, if known): Students are learning the material well and understand the core principals for using the program to manipulate images.
Discuss your action plan for the future: The course currently just has one SLO, and is non-specific. The course is currently being revised and will have more, and more specific SLOs that will be able to measure the student's learning in using different parts of the application.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Visual Communications – Certificate of Achievement (using 14-15 data. There is no data for vcom for 15-16)
Program SLO: Demonstrate a sophisticated level of visual literacy and technical competence in creating client-based graphic design work developed with digital software.
Describe the quantitative or qualitative results: Total of 12 students complete the program, with 9 students (75%) achieving Mastery, 1 student (8%) with Above Average, and 2 students (17%) with Average.
Discuss any actions taken so far (and results, if known): We are in the process of updating classes, creating new classes, updating the department website, change the name of the program, etc. to increase awareness of the program and increase enrollment.
Discuss your action plan for the future: For the future, we want to update and create new programs so the certificates of achievements will be more generalized beyond the current print and web. We hope to offer multiple certificates for such specializations as web design, UI/UX, motion graphics, digital illustration.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: Visual Communications - AA													
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate												
	VCOM 48	VCOM 50	VCOM 51	VCOM 52	VCOM 53	VCOM 54	VCOM 55	VCOM 56	VCOM 57	VCOM 58	VCOM 59	VCOM 60	VCOM 64
1. Demonstrate a sophisticated level of visual literacy and technical competence in conceptualizing, creating, and delivery of graphic design work developed with digital software.		X	X	X	X	X	X	X	X	X	X	X	X
2. Demonstrate the ability to critically evaluate the quality and effectiveness of design projects, especially one's own, when creating an industry-standard portfolio that can lead to a visual design career.		X	X	X				X	X			X	
3.													
4.													
5.													
6.													

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?