

PROGRAM REVIEW UPDATE 2015-2016

Program: Visual Communications

Division: Creative Arts

Date: October 8, 2015

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SLO/SAO Point-Person:

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.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

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 "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The Visual Communications Department has been successful at instruction of the curriculum and achieving Student Learning Outcomes to high level, given the struggles of the department, yet there are objectives that have not been met by Visual Communications.

For a department lacking a full-time instructor, it has been admirably served and supported by a group of dedicated part-time instructors often providing uncompensated time and effort, given the budget struggles of the College.

The Visual Communications Department, in the five years without a full-time instructor has seen changes in software and technology related to the profession such that a comprehensive assess of the department is essential and it, of necessity needs a full-time instructor to accomplish that assessment.

The Design Lab has been started in part. The Lab needs an overhaul of the website, and push to advertise the services provided to the college and the surrounding community. This includes services typical of a graphic design studio, designing and branding services including illustration, logo design, brochures, flyers, posters and other traditional print services. The intent of the Design Lab is to provide services for those who cannot afford traditional services.

Expansion of the department into animation has started but the curriculum for this program enhancement is stalled and should be developed for the Fall 2016

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

We have moved a number of students to the point they are ready to graduate. They just need a class or two to finish and those classes due to their enrollment numbers, are in jeopardy.

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

A full-time instructor, or instructors are needed to achieve the objectives of this department. Five years without a full time instructor has placed the department in a difficult place and has the part-time instructors questioning the support of the College for their effort and the effort of their students.

The lack of a full-time instructor, with all the duties obligations and rights afforded the individual, has seen a breakdown in communication with administration placing an undue burden on the Dean of the division and has caused undue friction within the academic community.

A full time instructor can focus on recruitment of new students from community at large approaching students, families and businesses from a position that a part-time instructor cannot.

That full-time instructor is essential to adjust, change or redesign the curriculum of the program to reflect the changes in the business of design, new methods of delivering content and developing students skill sets to meet the changing the needs of the market, important in Visual Communications, where profound changes in programming and media technology occur on regular intervals.

A full-time instructor can provide the College reports SLO outcomes and other administrative documents essential for accreditation and can solve for VCom credit transfer to State Colleges, Universities and other appropriate Colleges.

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

Hire a full-time instructor.

Increase enrollment. Market the program to the community, secondary school students, graduates and citizens of all ages and abilities interested in developing skills and pursuing a new career. Develop ongoing relationships with High School Instructors, Businesses Non-profit Agencies in order to promote the Department.

Add evening, weekend and blended classes to open the department to all who are interested. Expand the program to reflect design an integral part of the modern society, by adding new classes in animation and design. Expand the Design Lab to serve the college and surrounding community.

Develop the Media Arts CTE program to reflect the state CTE focus.

Promote the Design Lab and overhaul the website.

The Design Lab has been started in part. The Lab needs an overhaul of the website, and push to advertise the services provided to the college and the surrounding community. This includes services typical of a graphic design studio, designing and branding services including illustration, logo design, brochures, flyers, posters and other traditional print services. The intent of the Design Lab is to provide services for those who cannot afford traditional services.

Expansion of the department into Animation and other Media Arts.

Note: Animation curriculum for this program is in progress and should be developed for the Fall 2016

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

Planning Priorities for 2015-16

- ***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.***

The Planning Priorities for 2015-2016 are essential for the department but cannot be accurately accomplished by a group of part-time instructors, no matter their dedication. Such a comprehensive document process is part of the obligation of a full-time instructor. A part-time instructor may provide support for such documentation, but compensation is insufficient to pay for the work necessary to integrate input into a cohesive document that answers the needs of administration, accreditation, budget, the state and ensure individual student success as well as the success of the program.

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

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

They have grown in skill and confidence and are champing at the bit to enter the workforce! We want them out there making money and starting their lives unencumbered with the outrageous debt for-profit schools extract for the identical education we deliver!

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Student Learning Objectives: In Visual communications, SLO descriptions comprise achievement in the following areas:

Technical accomplishments in use of the computer and specific software for specific results.

Analytical achievements in understanding and recognizing elements and principles of design in media

Creative achievements in designing new artifacts that exhibit increasing levels of sophistication in execution.

Proper SLO's well designed by a full-time instructor can establish quantifiable measurements of student knowledge, understanding, and application of that knowledge.

- B. Discuss assessment results that indicate a need for improvement.**

While some assessment practices result in student success, a full-time instructor will be able to align all assessment practices in the Visual Communication Department.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

VCom 50 Foundation Design needs to be a 3 unit course to offer transfer credits

Same is true of VCom 51 Color.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

VCom needs to teach distance education and can successfully reach students for the fraction of the price, most online programs charge!

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

The print department (Riccoh) has provided VCom students with reasonably priced print services, helping the beginning students without imposing large fees, freeing the large format printers for more complex work.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Given the lack of a full-time instructor (5 years), Visual Communications program needs to be can best serve by expanding into evening, weekends, blended or to an online presence. This necessitates inquiry into units, lab hours, pedagogy and curriculum, assessments appropriate to the delivery od curriculum, hours and service delivery are on the table for this department.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	4
Estimated number of SAOs that will be written or revised:	TBD

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

We are interested in a complete review of the department classes to edit, combine or correct the department curriculum.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	2
Spring 2016	4