#7

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Monday, October 25, 2021 12:49:08 PM
Last Modified:	Friday, December 17, 2021 3:56:31 PM
Time Spent:	Over a month
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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Graphic Design

Q2

I.2. Lead Author:

Tom Bugzavich

Q3

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

Emma Laraby

Q4

1.4. Dean/Manager:

Larry McLemore

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **11/19/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

The Cuyamaca College Graphic Design Program is dedicated to making graphic design education and skills accessible, inclusive, and meaningful through diverse approaches to creative and technological innovation, integrated with visual communication and technical skills that result in employment and/or university transfer.

Q7

II.2. How is this program advancing the college mission, vision and values?

In the design industry, technical skill requirements are constantly changing, and a student who starts our program could face the challenge of being two years out of date by the time they graduate unless we are forward thinking and innovative. Identifying emerging trends and skill requirements will help us guide our students into industry or university transfer after program completion.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

The Graphic Design Program has made strategic alliances with local high schools and has modified prerequisites for courses to allow a wider course selection for students needing to complete courses in a two-year span. A cohesive element in each course is to help students build a creative portfolio with faculty direction so that in their capstone course has been peer and faculty reviewed to better enable career and transfer readiness. The major course pathway has expanded to a guided pathway including general education requirements reviewed by all college constituents.

Q9   Yes

II.4. Is the program description in the current college
catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10   Yes

III.1. Access the Five Year Curriculum Review Cycle
(requires GCCCD login). Have all of your active courses
outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

The program continues to build community with departments on campus reinforce high school connections, write new curriculum, and develop guided pathways to stabilize enrollment, improve retention and completion. Long term goals include continued curriculum development, build more articulation and highlight work-based learning as a means to an end. Thoughtful planning and achievement of goals would benefit from having a full-time faculty member guiding the program, but a very talented small adjunct staff has continued to build program enrollment and student success.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

The department continues to keep up with SLO and PLO assessment and has re-written curriculum to refine SLO's and PLO's. The department responds to assessment trends to guide course improvements. One example of an overall improvement was to emphasize portfolio development across the curriculum to help students get jobs.

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

assessmentPlanSLO.png (152.9KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

Program outcomes were assessed beginning fall 2021.

Graphic Design AS Degree: Upon successful completion of this program, students will be able to clarify design objectives and then apply design principles to their communication skills and production techniques to develop effective designs using industry standard software.

Digital Photography Certificate of Specialization: Upon successful completion of this certificate, students will be able to: Clarify design objectives and then apply design principles and production techniques to develop effective photographic images using industry standard equipment and software.

Web Graphics Certificate of Specialization: Upon successful completion of this certificate, students will be able to: Clarify design objectives and then apply design principles, communication skills, and production techniques to develop effective web designs using industry standard software.

UX Certificate of Specialization: Successful completion of this new certificate program will allow students and entry-level position into a very lucrative, well-paying design market. User experience design plays a key role in all of the design disciplines, therefore students well-versed in creating user friendly interface and highly functional design solutions will be in high demand.

Our CE program is outcome based. We continue to redefine and improve programs. Program change is driven by industry needs and labor market data that has become available with the Strong Workforce initiative. Our Program Level Outcomes are mapped to student learning outcomes that are almost all successful. There are no plan changes based on PLO assessment.

That said, Graphic Design is constantly changing curriculum, technology, and teaching strategies to help students grow into competitive graphic designers. All faculty members emphasize portfolio development across the curriculum to help students prepare for their professional career.

Page 4: IV. Degree and Certificate Programs

Q15   **Yes**

IV.1. Does your program offer any degree/certificate
programs?

Page 5: IV. Degree and Certificate Programs

Q16

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

Certificates and Degrees.png (277.5KB)

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Fall 2020

Q18   **Yes**

IV.4. Can students complete the degree/certificate
requirements within a 2-year period?**Requirement of Title
5, California Code of Regulations and Accreditation
Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs?*Note: The college requires assessment of PLOs within a 4-year
cycle

At the end of each semester.

Q20   **Yes**

IV.6. Are the PLOs in the catalog an accurate reflection of
the department or discipline's current learning objectives?

Page 6: IV. Degrees and Certificate Programs continued

Q21   **Yes**

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

Graphic Design online class success rate average was higher than the in most sections than the college rate and the withdrawal rate average was the same. Graphic Design lecture/lab success rate average was 10% higher than the college rate and the withdrawal rate was 6% lower. In an effort to improve retention in online classes, the department coordinator will assure that online teachers are well prepared, that online courses are regularly evaluated, and that students are informed about the demands of online learning early in the courses. Online class sizes have increased to 50, which may impact teachers' decisions about assignments and assessments and ability to offer timely support and feedback, which may impact retention, success, and achievement of learning outcomes.

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

See data chart below.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

See data chart below.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

The biggest influence by far has been the Global pandemic. It continues to raise new barriers for many students, with heightened impacts emerging for students of color, students with disabilities, and students who are caregivers, both for entry into higher education and for continuing and completing their studies.

Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began. During the 2020-21 academic year Higher-education institutions also reported a sharp drop-off in enrollment of students graduating from high-poverty schools compared to pre-pandemic numbers.

Students with disabilities in higher education are facing significant hardships and other barriers due to continued pandemic conditions, threatening their access to education, including through remote learning and basic necessities.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

Displaced and relocated students. Ensuring that students do not face discrimination when seeking to enroll in a new school after their previous housing situation changed as a result of the pandemic.

Language barriers. Providing students learning English appropriate language supports and services while ensuring that parents and caregivers have meaningful access to information about school programs, services, and activities.

Addressing harassment. Protecting students who are at heightened risks of identity-based harassment, abuse, and violence during the pandemic.

Ensuring inclusion. Meeting the individual educational needs of students with disabilities through appropriately designed instruction and related aids and services.

Academic adjustments and modifications. Ensuring all students receive equal opportunity to access educational programs whether they are learning online or in person.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

This pandemic is increasingly dominating not just our collective head spaces but also what our jobs are day to day. That's especially the case in certain realms, including for those helping to deliver instruction and learning online. It has been stated that "every faculty member is going to be delivering education online. Every student is going to be receiving education online. And the resistance to online education is going to go away as a practical matter."

That's surely possible -- but a very different outcome seems at least as likely. Surely some of the professors who will be venturing into virtual education for the first time because of COVID-19 will be going online with the sort of high-quality immersive courses that the best online learning providers offer. But much of the remote instruction that many professors experimenting outside the physical classroom for the first time will be offering to their students will be nothing more than videoconferenced lectures supplemented by emailed assessments.

How do we bridge the gap? It may be safe to say that one day we will return to in person or at the very least a hybrid mix of f2f and online content. The nice thing about that, Will be that students will always have access to the content. Organization on both hands will be greatly improved. Will forced exposure to and experimentation with various forms of technology-enabled learning lead professors and students to view online education more favorably -- or less so?

Q28

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

retentionDeliverMethod.png (416.5KB)

Q29

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

raceEthnicRetention.png (698.1KB)

Page 8: IV. Degree and Certificate Programs continued

Q30   **Yes**

Does your program offer courses via distance education
excluding emergency remote teaching in 2020-21 (classes
that would have been taught in person, if not for the
pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31   **Yes**

IV.14. Are there differences in success rates for distance
education (online) versus in-person sections?

Q32

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Online environments provide vital spaces for students and instructors to exchange resources and ideas. A successful hybrid or online course is an opportunity to create new material and apply innovative teaching strategies.

Flipping the classroom and creating a hybrid course engages students in learning through active learning techniques, rather than through delivering lectures alone.

Hybrid and online learning can also provide more flexibility for students and instructors. It provides varied ways for students to engage in and demonstrate their learning.

Some technologies allow for more learning to take place or facilitate a specific kind of learning activity that might not be possible without technology. As an added bonus, both instructors and students have the opportunity to develop their technology skills through hybrid and online learning.

In-class teaching does not always easily translate to the hybrid or online learning format. Allow for time to review and reimagine teaching. FERPA and copyright guidelines differ slightly for hybrid and online environments. Accessibility requirements must be considered before students disclose a disability and should be taken into consideration when designing and developing your course.

Q33

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Clearly state instructor responsiveness standards -
• Questions, discussions, and grading

Respond to messages within 24 hours and grade assignments within 48 hours -
• Provide meaningful and regular instructor-initiated contact

Weekly announcements that provide -
• Overview,
• Communicate relevance
• Offer encouragement and guidance

Timely, meaningful feedback on assignments -

Immediate, personalized encouragement when a student falls behind -
• Discussions where the instructor participates
• Online office hours (use online conferencing)

Create regular opportunities for student-student interaction -
• Peer review
• Group interactions
• Online discussion
• Online conferences

Q34

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

• Evaluate Teaching Strategies in Terms of Student Engagement
• Produce Engaging Online Course Material
• Set Clear Goals, Expectations, and Guidelines
• Rely on the Right Set of Tools
• Start with Active Learning Strategies

Page 10: IV. Degree and Certificate Programs continued

Q35   **Yes**

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

IV.19. Please share your observations about the employment rate for your program over the past several years.

Design is everywhere. In the last five years there's been a reemergence of caring what type of product an organization presents. All of these factors are reflected in the current job market. A well-versed and thoroughly trained Digital designer can choose the appropriate specialty in which they want to work.

Many times, the labor market data provided by regional agencies does not include state or nationwide employment data, and therefore does not represent an accurate workforce analysis. One issue is that the market data does not include freelance, consulting or gig employment, which is common for digital designers just entering the labor market.

Existing TOP codes for CE programs including Graphic Design continue to evolve requiring them to be aligned to an ever changing industry. This can result in inaccurate labor market demand data. TOP codes must include many of the associated disciplines such as, digital media creators, video editors, art directors, multimedia content and social media industry sectors, all of which hire graphic designers.

It can be also mentioned that design has integrated itself into all industries. Students graduating with a design degree can easily begin to choose an area of interest to pursue. Finding the first full-time job will be one of the most challenging endeavors. Once the designer has achieved some facsimile of steady employment, be it understood that continuing education and lifelong learning will be a requirement.

Q37

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Any set standards put forth by any agency or institution is reflective of the make up of the student body. We can provide any labor market data that you want, but first time employment in a chosen profession will not be an easy task.

Q38

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

There are so many different factors that play into unemployment rates and beyond what we are able to control. My task as a professor is to teach my students how to practice their craft in their chosen field, while staying sustainably employed. Whether it be career education, or transfer, my role is to prepare my students to use successful strategies.

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

- Cognitive strategies
- Content knowledge
- Learning skills and techniques
- Transition knowledge skills
- Build relationships
- Practice group dynamics
- Build confidence

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

The message to students is that you must be versed in several areas of interest that relate both directly and indirectly to the study area of concentration. A novice designer would need to understand online communications and social media strategies. This requires taking additional classes, workshops and attendance at events related to what may be your primary interest. The broader the knowledge base, the more marketable the individual becomes, not only for first time employment but also for sustainable employment.

Dedication and immersing oneself in the pursuit of the profession will be an expectation. The opportunities are ample, but so is the competition. Lifelong learning and experience will create sustainable employment.

Q41

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Projected Occupational Demand.png (86.8KB)

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

Graphic designers and web designers are more and more required by industry to have cross-skills, and the implementation of web skills to complement print design components are becoming a skills requirement. Faculty membership in the American Institute of Graphic Artists (AIGA) and attendance at the yearly Digital Media Educators Conference identify trends and skills which will enhance our programs and keep them current. These are then integrated into courses at curriculum review or more frequently if necessary.

Q43

VI.25. Please describe your program's challenges.

Graphic Design evolves continuously. To say it changes annually, would be a significant understatement, at times it may change daily. If you visit any of the graphic design firms, for example, Lien Design, in San Diego, California, you would observe the graphic designers pushing themselves, and pursuing the boundaries as never before. Just as soon as a new innovative package design is developed, and implemented, it may become outdated, and the graphic designer must continue to think outside the box, and push the boundaries, there really are no limits to creativity.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

Graphic Design evolves on a continuous level. To say it changes annually, would be a significant understatement, at times it may change daily. If you visit any of the graphic design firms in San Diego, or around the nation, you would observe graphic designers pushing themselves, and pursuing new boundaries as never before. Just as soon as a new innovative design is developed and implemented, it can quickly become outdated. The graphic designer must continue to think outside the box, push the boundaries, and believe there are no limits to their innovation and creativity.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

Technology moves at the speed of light in today's world, and designers must jump on that same fast track. Students can improve their chances of success by -
• Enhanced on-boarding
• A robust first-year experience
• Data-informed proactive advising
• Early exposure to career planning
• Expanded access to experiential learning activities
• Enhanced student support services
• Fostering a success-oriented mindset and sense of belonging

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

New curriculum

Q47   **Guided Student Pathways**

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

Q48   **Completed**

3. Goal Status

Page 15: V. Previous Goals continued

Q49

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

Two new classes were written and approved by the curriculum committee. The classes, GD 115 — Multimedia and GD 120 – User Experience Design where created with the intent of fulfilling a growing need for designers in both of these areas. Because design is a multifaceted industry, these two classes will help prepare students for a lucrative and sustainable career pathway.

Q50   **No**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q51   **Respondent skipped this question**

Would you like to submit another previous goal?

Page 17: V. Previous Goals continued

Q52   **Respondent skipped this question**

1. Previous Goal 2:

Q53   **Respondent skipped this question**

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

Q54   **Respondent skipped this question**

3. Goal Status

Page 18: V. Previous Goals continued

Q55   **Respondent skipped this question**

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

Q56

Would you like to submit another previous goal?

Respondent skipped this question

Page 19: V. Previous Goals continued

Q57

Would you like to submit another previous goal?

Respondent skipped this question

Page 20: V. Previous Goals continued

Q58

1. Previous Goal 3:

Respondent skipped this question

Q59

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

Respondent skipped this question

Q60

3. Goal Status

Respondent skipped this question

Page 21: V. Previous Goals continued

Q61

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

Respondent skipped this question

Q62

Would you like to submit another previous goal?

Respondent skipped this question

Page 22: V. Previous Goals continued

Q63

Would you like to submit another previous goal?

Respondent skipped this question

Page 23: V. Previous Goals continued

Q64

1. Previous Goal 4:

Respondent skipped this question

Q65

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

Respondent skipped this question

Q66

3. Goal Status

Respondent skipped this question

Page 24: V. Previous Goals continued

Q67

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

Respondent skipped this question

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

Long term goals for the department will consist of constantly monitoring the curriculum and updating as well as writing new classes to keep our students up-to-date with current trends that are happening in the industry.

In addition, we will continue to participate in grant writing so that we may equip our labs to meet the needs and demand for learning all of the new strategies and techniques required of students entering the design industry.

Q69

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

Guided Student Pathways

Q70

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

A clear and defined educational path will lead to a sustainable career path. Defining an effective guided pathway will allow the students to move through the educational process and ready themselves for entry into the job market.

Q71

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

Student learning outcomes as well as program learning outcomes must be reflected in the curriculum and allow students to obtain the necessary training wow in school, so that they are readily prepared for a professional and endeavor. Those numbers are reflected by the number of students obtaining jobs, as well as transferring to institutions to further their education. Those numbers are quantified and tracked and used by the departments to streamline and creative effective curriculum.

Those results also need to be kept within a context of current socioeconomic circumstances that are present and ever-changing.

Q72

5. 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).

• Continued creation of new curriculum
• Update and renew hardware and software
• Craft and nurture an environment that promotes creativity

Q73

6. How will this goal be evaluated?

• Completion of the new curriculum
• Confirmation of new software and hardware
• Continued student feedback on program needs

Q74   **No**

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75   **Respondent skipped this question**

Goal 2:

Q76   **Respondent skipped this question**

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

Q77   **Respondent skipped this question**

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

Q78

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

Respondent skipped this question

Q79

5. 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

Q80

6. How will this goal be evaluated?

Respondent skipped this question

Q81

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 27: VI. 4-Year Goals continued

Q82

1. Goal 3:

Respondent skipped this question

Q83

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

Respondent skipped this question

Q84

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

Respondent skipped this question

Q85

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

Respondent skipped this question

Q86

5. 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

Q87

6. How will this goal be evaluated?

Respondent skipped this question

Q88

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 28: VI. 4-Year Goals continued

Q89

Goal 4:

Respondent skipped this question

Q90

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

Respondent skipped this question

Q91

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

Respondent skipped this question

Q92

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

Respondent skipped this question

Q93

5. 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

Q94

6. How will this goal be evaluated?

Respondent skipped this question

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

My program is currently not requesting any resources at this time

Page 31: Final Check

Q96

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