

#5

INCOMPLETE

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First Name: Tom
Last Name: Bugzavich
Email: tom.bugzavich@gcccd.edu
Custom Data: Graphic Design
IP Address: 68.8.152.30

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Graphic Design

Q2

2. Lead Author:

Tom Bugzavich

Q3

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

Emma Laraby

Q4

4. Dean/Manager(s):

George Dowden

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **09/01/2023**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Logistically, modifying classrooms to integrate more in-person meetings and community outreach. We are instituting a planned classroom design that will enhance learning by offering customize spaces for collaboration, maker-space projects, high school and community workshops, lectures and meetings.

Current additions include integrating the use of printmaking into the curriculum. Several faculty have derived projects that utilize printing techniques to demonstrate and achieve previously undiscovered results and processes that could only be offered as a theoretical concepts beforehand. This reinforces the work-based learning process that students need to know and understand. It offers alternative methods on how to accomplish their work and develop skills that can be used in the workplace.

Achievements would include our current collaboration with the American Institute of Graphic Arts. Having our students recognized and asked to participate on a panel discussion on related to making the transition from school to work. Having a current students' work selected for a promotional poster for the local chapter.

Page 2: II. Assessment and Student Achievement

Q7

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs did you assess in the last year?If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

- GD 105 - Fundamentals of Digital Media
 - GD 110 - Graphic Design Principles
 - GD 120 - User Experience Design
 - GD 125 - Typography
 - GD 126 - Adobe Photoshop Digital Imaging
 - GD 130 - Professional Business Practices
-

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

The following illustrates a holistic approach to outcomes assessment, incorporating various strategies to evaluate both student learning and program effectiveness. It emphasizes continuous improvement, inclusivity, and the integration of real-world experiences into the assessment process.

Our program has actively utilized the Canvas learning management system to implement and assess Student Learning Outcomes (SLOs). Faculty members design assignments, quizzes, and discussion forums aligned with specific SLOs, allowing for direct and continuous assessment of student understanding and mastery of key concepts.

The department has established a comprehensive Assessment Coordination Plan (ACP) to systematically evaluate Program Learning Outcomes (PLOs). This involves collaboration among faculty members to design assessment tools, set assessment timelines, and collectively analyze results to inform programmatic improvements.

Our program is committed to employing equitable assessment strategies to ensure fair and inclusive evaluation of student performance. This includes the implementation of innovative collective assessments, project-based evaluations, and work-based learning experiences. These strategies aim to provide a diverse range of assessment opportunities that resonate with various learning styles and backgrounds.

Recognizing the importance of student involvement in the assessment process, our program has incorporated student-centered assessment approaches. This involves soliciting feedback from students on the assessment methods and using their insights to make adjustments that enhance the learning experience and assessment fairness.

The department conducts regular data analysis sessions where faculty collaboratively review assessment results. This process involves identifying trends, strengths, and areas for improvement. Faculty members use this data to refine instructional approaches, update curriculum content, and implement targeted interventions for student success.

To bridge the gap between academic learning and real-world application, our program integrates work-based learning experiences into the curriculum. These experiences serve as both assessment opportunities and valuable learning experiences, allowing students to apply theoretical knowledge in practical settings.

Leveraging technological tools, our program explores innovative ways to assess student outcomes. This may include the use of online simulations, virtual labs, and collaborative platforms that facilitate interactive and engaging assessment experiences.

Q10

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Screenshot%202023-12-10%20at%2010.47.47%20AM.png (1.1MB)

Q11

9. Please discuss any equity gaps in access or success

We have continued improve our retention and success rates. Our fill rate is increasing both online and inperson. Most all equity gaps were eliminated last semester. A continued effort will be made to improve the retention rates of multiple races/ethnicities. The main purpose of student-centered learning is to make learning more personalized for every student. Design principles for classrooms are meant to evolve, not only to become more agile, but to also embrace the ideology and philosophy of the industry that helps prepare our students for employment. We are creating innovative classroom learning to match a new generation of users. In turn, it influences how our students behave and perform. That can be achieved by improving the learning environment both philosophically and physically.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Addressing equity gaps is an ongoing process that requires commitment, collaboration, and a willingness to adapt and improve based on feedback and outcomes. Departments or disciplines should approach this work with a long-term perspective, recognizing that sustained efforts are essential for creating a truly inclusive learning environment. Here's how:

Conduct a thorough analysis of existing data to identify disparities in student outcomes, including enrollment, retention, and graduation rates. This data-driven approach helps pinpoint specific areas that require attention.

Provide ongoing training for faculty, staff, and administrators to raise awareness about equity issues. This training should focus on recognizing unconscious biases, understanding diverse learning needs, and promoting inclusive teaching practices.

Ensure that the faculty and staff within the department represent a diverse range of backgrounds and experiences. Having a diverse group of educators can contribute to a more inclusive and supportive learning environment.

Review and revise the curriculum to incorporate diverse perspectives, authors, and examples. Ensure that course materials reflect the experiences of a variety of cultural, ethnic, and socio-economic groups, promoting a more inclusive learning experience.

Implement mentorship programs that connect underrepresented students with faculty mentors. Mentorship can provide guidance, support, and opportunities for networking, contributing to increased retention and success rates.

Provide financial support and resources for students facing economic challenges. This may include scholarships, grants, or emergency funds to help mitigate financial barriers to education.

Ensure that educational materials and resources are accessible to all students. This includes providing accommodations for students with disabilities and considering the digital accessibility of course materials.

Forge partnerships with community organizations and initiatives that aim to promote education and career opportunities for underrepresented groups. Collaborating with external entities can bring additional support and resources to the department.

Offer cultural competency training for faculty and staff to enhance their ability to understand and address the unique needs of a diverse student body.

Establish feedback mechanisms, such as surveys or focus groups, to gather input from students about their experiences within the department. Use this feedback to continually assess and improve equity initiatives.

Develop peer support programs where students from underrepresented groups can connect with and support each other. This sense of community can contribute to a positive and inclusive learning environment.

Consider flexible learning options, such as online or hybrid courses, to accommodate students with diverse scheduling needs. This can be particularly beneficial for non-traditional or working students.

Ensure that department policies are transparent, fair, and clearly communicated to all students. This includes grading policies, academic expectations, and procedures for addressing concerns or grievances.

Regularly assess the effectiveness of equity initiatives through ongoing evaluation. Use the results to make data-informed decisions and continuously refine strategies for promoting equity within the department.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

There should be no difference in quality or accessibility of education, related to reliance on delivery. The instructors must not only possess the passion and skills of the profession, but also have the ability to transcend that same energy, passion and love virtually.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

Our commitment to equity, excellence, and social justice is woven into the fabric of our academic programs. The most significant ways our program works across the college to advance these principles include:

We collaborate with faculty across disciplines to ensure that our curriculum is inclusive and reflects diverse perspectives. By integrating materials that highlight voices from historically marginalized groups, we aim to provide students with a well-rounded and equitable education.

We invest in faculty training programs that emphasize culturally responsive teaching practices. These workshops and seminars empower faculty to create inclusive learning environments, adopt diverse teaching methods, and foster a sense of belonging among students from various backgrounds.

Collaborating with the college's library and technology departments, our program actively works to make educational resources more accessible. This includes advocating for the use of open educational resources, providing alternative formats for materials, and ensuring that technology is employed in a way that benefits all students, irrespective of their backgrounds or abilities.

Recognizing the impact of social and economic factors on student success, our program collaborates with student support services to implement targeted initiatives. This includes mentorship programs, tutoring services, and counseling resources designed to address the unique needs of students facing systemic challenges.

We establish partnerships with local communities and organizations to bridge the gap between academic learning and real-world experiences. Through community-engaged projects, students gain a deeper understanding of social issues and actively contribute to projects that promote equity and social justice.

Our program actively collects and analyzes data related to student outcomes, disaggregated by demographic factors. This data-driven approach allows us to identify areas where disparities exist and implement targeted interventions to close equity gaps.

Working in collaboration with college leadership and governance structures, our program advocates for policies that promote equity and social justice. This includes participating in discussions about admissions processes, financial aid policies, and institutional practices that impact the overall college climate.

These efforts reflect our commitment to creating an educational environment that goes beyond academic excellence to actively promote equity and social justice. By collaborating with various departments and stakeholders across the college, our program contributes to the realization of the college's overarching vision.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

N/A

Q16

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

It's essential to note that addressing disparities in success rates requires a multifaceted and ongoing approach. The effectiveness of these strategies may vary based on the specific context and needs of the department and its students. Additionally, continuous assessment and feedback mechanisms are crucial to refining and adapting strategies over time. Possible strategies that may help address disparities in success rates between distance education (online) and in-person sections of program courses:

Employ efforts to optimize online courses for effective learning. This could involve revising content, adjusting assessments, and incorporating interactive elements to enhance the online learning experience.

Faculty development programs to train instructors in effective online teaching strategies. This ensures that educators are well-equipped to create engaging and supportive online learning environments.

Invest in technologies and tools that facilitate active engagement in online courses. This could include the use of interactive multimedia, discussion forums, and collaborative platforms to enhance the online learning experience.

Recognizing the unique challenges faced by online students, we rely on enhanced support services. This could involve providing additional online tutoring, counseling services, and resources to help online students succeed academically.

Efforts are made to ensure that online courses are accessible to all students, taking into consideration factors such as diverse learning styles, disabilities, and technological access. This promotes equity in the learning experience.

Regular analysis of data on success rates for both online and in-person courses can help identify patterns and disparities. Departments often use data-driven insights to make informed decisions and implement targeted interventions.

Implementing mandatory orientation programs for students taking online courses can help them familiarize themselves with the online learning environment, expectations, and available resources, contributing to higher success rates.

Strategies to increase faculty-student interaction, such as virtual office hours, discussion forums, and personalized feedback, can contribute to a sense of connection and support in online courses.

Providing flexibility in assessment methods, including varied forms of evaluation that suit the online format, can accommodate diverse learning styles and reduce barriers to success.

Adopting a continuous improvement mindset, regularly reviewing and refining online course offerings based on feedback, assessment results, and evolving best practices in online education.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Reconfigure the classroom layout for each of the labs. Make better suited to creativity. Add necessary elements in order so that each lab can become an arearea it promotes work -based learning.

Q20

In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Increase equitable access (enrollment)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q24

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).

Student-centered, skills-based learning environments are often considered more efficient for several reasons:

Skills-based learning focuses on practical, applicable skills that students can use in real-world situations. This relevance enhances the efficiency of learning as students can see the direct application of their knowledge.

When students are actively involved in their learning process, it tends to increase engagement and motivation. Student-centered approaches allow for personalized learning experiences, catering to individual interests and learning styles.

Skills-based learning often emphasizes critical thinking and problem-solving. Instead of memorizing facts, students learn how to apply their knowledge to analyze situations, solve problems, and think critically, which are valuable skills in various contexts.

Skills-based learning fosters adaptability by teaching students how to learn, rather than just what to learn. This prepares them for lifelong learning, a crucial skill in today's rapidly changing world where new technologies and information emerge constantly.

Collaboration and Communication:

Many skills-based learning environments encourage collaborative projects and activities. This helps students develop effective communication and teamwork skills, which are essential in professional settings.

Student-centered approaches often allow for individualized progression. Students can move at their own pace, focusing on areas where they need more time or challenging themselves with more advanced concepts when they are ready. This flexibility can lead to more efficient learning outcomes.

Regular feedback and opportunities for reflection are integral to skills-based learning. This iterative process helps students understand their strengths and areas for improvement, facilitating continuous improvement and mastery of skills.

Student-centered learning environments promote intrinsic motivation, where students find joy and satisfaction in the learning process itself. Intrinsic motivation is often more sustainable and leads to a deeper understanding of the subject matter.

Skills-based learning aligns closely with the demands of the modern workforce. Employers often seek candidates who possess practical skills and the ability to apply knowledge in diverse and complex situations.

Student-centered, skills-based approaches often aim for holistic development. Beyond academic knowledge, these environments focus on developing well-rounded individuals with a combination of cognitive, social, and emotional skills.

In summary, student-centered, skills-based learning environments are more efficient because they prioritize practical skills, engage students actively in the learning process, and prepare them for the challenges of the real world. By emphasizing critical thinking, adaptability, collaboration, and intrinsic motivation, these approaches contribute to more effective and lasting learning outcomes.

Q25

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position,

Facilities renovation,

Supplies, equipment, and/or furniture

Q26

No

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Respondent skipped this question

1. Previous Goal 2:

Q28

Respondent skipped this question

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

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

Q31

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q32

Respondent skipped this question

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).

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q34 Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35 Respondent skipped this question

1. Previous Goal 3:

Q36 Respondent skipped this question

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37 Respondent skipped this question

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

Q38 Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40 Respondent skipped this question

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).

Q41 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q42 Respondent skipped this question

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43 Respondent skipped this question

1. Previous Goal 4:

Q44 Respondent skipped this question

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45 Respondent skipped this question

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

Page 17: III. Previous Goals: Update continued

Q46 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47 Respondent skipped this question

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).

Q48 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 18: IV. New Goals

Q49 No

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

Page 19: IV. New Goals continued

Q50 Respondent skipped this question

1. New Goal 1:

Q51 Respondent skipped this question

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

Q52 Respondent skipped this question

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

Q53 Respondent skipped this question

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

Q54 Respondent skipped this question

5. Action Steps for this 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 computer hardware).

Q55 Respondent skipped this question

6. How will this goal be evaluated?

Q56 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q57 Respondent skipped this question

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58 Respondent skipped this question

1. New Goal 2:

Q59 Respondent skipped this question

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

Q60 Respondent skipped this question

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

Q61 Respondent skipped this question

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

Q62 Respondent skipped this question

5. Action Steps for this 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 computer hardware).

Q63 Respondent skipped this question

6. How will this goal be evaluated?

Q64 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q65 Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66 Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

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

Q68 Respondent skipped this question

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

Q69 Respondent skipped this question

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

Q70 Respondent skipped this question

5. Action Steps for this 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 computer hardware).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Q72 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q73 Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 Respondent skipped this question

1. New Goal 4:

Q75 Respondent skipped this question

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

Q76

Respondent skipped this question

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

Q77

Respondent skipped this question

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

Q78

Respondent skipped this question

5. Action Steps for this 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 computer hardware).

Q79

Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 24: Final Check

Q81

Respondent skipped this question

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
