INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2021

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities   **Program:** Graphics   **Current Academic Year:** 2020-2021

Last Academic Year CPPR Completed: 2017-2018   **Current Date:** February 22, 2021

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   **GENERAL PROGRAM INFORMATION**

Program Mission (optional)

The Graphics program is integrated in the Fine Arts division. We offer a Certificate of Achievement for students who want to enter the workforce in a graphics field or retrain in newer software and skills. Fine Arts students take classes for a concentration in graphics with the intent to transfer or to augment learning in more traditional Fine Arts areas.   After several years of waiting, the transfer degree in Graphics is finally available for comments in the Transfer Model Curriculum listserv. When this degree is finalized we will begin the process of bringing the Graphics AD-T to Cuesta.
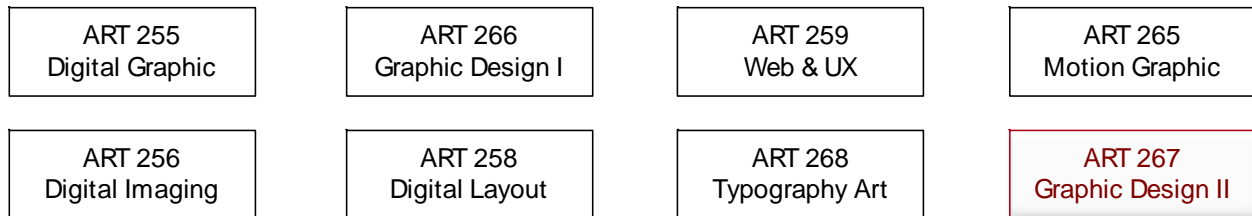
Brief history of the program
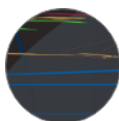
The Art Department offered its first digital course, Art 93C, featuring Photoshop in fall 1997. In 2002, our new state of the art digital lab was completed and we added our first full-time hire exclusively devoted to digital media. (For a more complete early history, please see the 2013-14 CPPR). In 2012, we found ourselves without a full-time lead in Graphics due to a leave of absence and subsequent resignation in 2014. We kept the program going under the leadership

of adjunct instructor Patty Arnold and the chair. The one-year full-time hire in 2014 of Maria del Mar Navarro allowed us to increase offerings in the Graphics area, but the college was not a good fit for her and she left at the end of her first year. In fall 2015, we hired our current full-time faculty, Canguo Liu. In 2016, he revised all but one of the Graphics courses to the current model we are using in 2021.

- Art 255   Foundation of Digital Graphic Art (formerly Illustrator)
- Art 256   Foundation of Digital Imaging Art (Photoshop)
- Art 258   Foundation of Digital Layout Design (InDesign)
- Art 259   Foundation of Web and UX Design (Dreamweaver)
- Art 266   Graphic Design I
- Art 267   Graphic Design II (Intermediate Graphic Design) (Capstone)
- Art 268   Digital Typography Art (Typography)

Graphic Design Career Pathway

ART 255 Digital Graphic	ART 266 Graphic Design I	ART 259 Web & UX	ART 265 Motion Graphic
ART 256 Digital Imaging	ART 258 Digital Layout	ART 268 Typography Art	ART 267 Graphic Design II

Since the last report, Graphic Design has worked to keep enhancing our class content and experience, upgrade our equipment and knowledge to serve our student needs. Our recent student number that successfully transferred to a design program is increasing; destinations include UCs, CSU, Cal Poly and universities in other states like Texas and Oregon.

Curriculum

We moved our graphic curriculum from software-based titles to emphasizing content and skills and building a portfolio. At the same time, we revised our graphic certificate from a certificate of Specialization to a Certificate of Achievement to better serve students.

Part-Time

With new part-time hires of Yvonne Aubourg and Nick Bockelman in 2016, we were able to offer a multidisciplinary graphic design education that nearly maximized our graphics lab's weekly capacity. Along with Dual Enrollment and other efforts, we boosted our enrollment to record high in 2017-2018 to 507 students and stabilized the enrollment with new Part-time Faculty Molly Pepe (2018) after Nick and Yvonne took leave for their new positions in 2019.

CTE

In 2018, Graphics qualified for CTE funding. We created an advisory board with community members representing graphics firms, publishing, Cal Poly, and tech companies. With its new CTE status approval and labor market data, we were able to focus even more on career preparation and the jobs market.

Digital Lab

We are continuing to modernize our core 7138 digital lab. In 2015, we replaced the 18 computers in the graphics classroom and in fall 2016, under Canguo's direction, we made significant changes to the digital lab classroom layout. We added four computers to increase our maximum enrollment from 18 to 22, and later to 24. A reconfiguration of the seating and the replacement of the data projector and screen with with two flat screen 82" wall mounted monitors to create a better viewer experience. In 2018, with CTE funding for VR/AR/3D, we

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

started to teach professional 3D software, Cinema 4D to all levels of students. This funding also provided an SSD upgrad for all iMacs in the lab, enabling a rendering server allows students to render high-quality 3D image animation. All work stations now have industry-standard WACOM drawing tablet displays and stylus, making it one of the best graphics labs in SLO.

Pedagogical Innovation

In 2016, lead by Canguo, Graphics classrooms started to use live document services. Dropbox Paper is used to sync class content and handle student submissions while the students are in the lab. These moves centralized our in-lab large screens and made it possible to record class instruction videos that students could access and review later, freeing the student from note-taking and creating a highly efficient teaching flow. Canguo continues to test and implement new digital methods in teaching.

Covid 19 and remote class

In Spring 2020, the Covid-2019 lockdown forced our classes to turn fully online. With the idea of centralized teaching, we tested offering some synchronous instruction and finally made most graphics courses asynchronous for Fall 2020. We keep testing to improve platforms so that they can best help our students in distance learning. In the recent move, we aim to use our digital teaching experiment to plan a hyper-synced teaching style with the hope to outreach and enroll more students with continuously updated high-quality content.

Graphics aims to provide high-quality design education that is more remote-friendly, focuses on building real-world skills toward the workforce, and helps the student establish multidisciplinary exploration of their digital creativity.

The graphic program is commended for improving the program through comprehensive curriculum revision, development, and improvement. Of note, the lead faculty and division chair have worked to ensure instruction delivery that is of high quality, with student-centered instruction providing critical skills for success in the workforce. This has all involved a high degree of planning and advocacy, both of which have resulted in improved facilities and cutting edge technology, two critical components of the Graphics program.

List current faculty, including part-time faculty

In fall 2015, Rebecca Venturini took an indefinite leave of absence from teaching and in fall 2016, long-time adjunct faculty, Roger Lee, retired. After two failed pools in spring 2016, we had success in Fall 2016. We placed three faculty in the Graphics pool and were able to offer classes to Nick Bockelman (Art 255) and Yvonne Aubourg (Art 256). In 2018, Molly Pepe was offered a teaching assignment (Art 255). Patty Arnold continues to teach DE foundational digital courses.

1. Canguo Liu, FT, Lead faculty (Primarly teaches ART 259, 265, 266, 267, 268, also ART 253, 256, and 258)
2. Molly Pepe, PT, ART 255 and ART 258
3. Nick Bockelman (Art 255) DE – Summer
4. Yvonne Aubourg (Art 256, 258, 268). (Leave, no active assignment)
5. Patty Arnold continues to teach DE foundational digital courses.

Describe how the Program Review was conducted and who was involved

Graphic CPPR was donduct by Graphic Lead Faculty Canguo Liu and collaborated with Doug Highland, Chair of Fine Arts Division.

II. PROGRAM SUPPORT OF DISTRICT'S <u>MISSION STATEMENT</u>, <u>INSTITUTIONAL GOALS</u>, <u>INSTITUTIONAL OBJECTIVES</u>, AND/OR <u>INSTITUTIONAL LEARNING OUTCOMES</u>

Identify how your program addresses or helps to achieve the <u>District's Mission Statement</u>.

The Graphics program helps students achieve their educational goals by providing foundational and complex skills, software, concepts and art/design education for students to earn a certificate, contribute to an AA Art Studio degree, enter or retrain for the workforce, or transfer to a four-year institution. The courses promote cultural, intellectual, personal and professional growth with an abundance of opportunity to tailor the learning to specific goals for each student. Group critiques in the classes teach students to appreciate and articulate diverse points of view. Media presentations by instructors and exhibitions in our main gallery and student gallery teach students about a wide range of art by people of various cultural, socioeconomic, racial, and other diverse richness of experience to prepare students to be visually and intellectually engaged in our increasingly complex face-to-face and digital communities and world.

Identify how your program addresses or helps to achieve the <u>District's Institutional Goals and Objectives</u>, and/or operational planning initiatives.

SLOCCCD Institutional Goal   1: Completion

San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

1. Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.
2. Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.
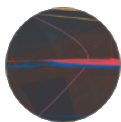
Our new Certificate of Achievement which is more robust and focused on contemporary skills needed for entry into the workforce and preparation of a portfolio for transfer students supports the needs of students to complete a meaningful certificate as a stand alone education or in conjunction with our AA or AD-T in studio art.

6 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

Once the new transfer degree in Graphic Design is released by the state and implemented at Cuesta we forecast its popularity among students.

However, the proposed transfer degree is not as robust as we had hoped. For students who plan to transfer to Cal Poly we will recommend the breadth of our graphics classes culminating in Graphic Design II and the completion of a digital portfolio for submission in the application process.

The Fine Arts department has established several traditions to promote our degrees and certificate: (1) A reminder to faculty on Opening Day to take our degree and certificate handout to their first class session and make themselves available after class to talk to students. (2) Placing posters with Cuesta's degree and certificate application dates and the department chair's email, so students can set up an appointment to find out if they meet the requirements for a degree and/or certificate. (3) Participation in multiple outreach events and the Promise Day event each fall.

SLOCCCD Institutional Goal   2: Access

San Luis Obispo County Community College District will increase student access to higher education.

1. Increase enrollment of low-income and underrepresented students through targeted outreach efforts.
2. Increase enrollment opportunities for community members who are 55 years of age and older.
3. Expand financial support opportunities for students.
4. Increase career pathways for local high school students.

The Graphics program aims to increase student access to higher education through face-to-face and DE classes. We often offer an evening course but have had to cut these offerings the last several semesters due to low enrollment. As we build our program, we will keep exploring the viability of an evening program but will intensively focus on Online models. During the COVID-19 lockdown, we are expanding our ability to offer more class options for students.

We believe online teaching could potentially Increase the enrollment of low-income and underrepresented students. No materials fees and no textbook costs make these classes more affordable. We have also reduced materials fees for all major face-to-face digital classes, and made two digital classes - Motion Design and WEB & UX Design – zero materials fees.

We have Dual Enrollment for foundation courses Art 255, ART 256 and ART 258 being offerd in major local highschools including SLO, MB, AG, PASO. We are exploring classroom/lab and instructor availably to offer courses at the North County Campus.

The practical application of graphic design for jobs specific to graphic design and those in which graphics skills are a secondary, yet essential, part of the job make our program attractive to students of all ages that are looking to enter or re-enter the job market.

SLOCCCD Institutional Goal   3: Partnerships

San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with our community's educational institutions, civic organizations, businesses, and industries.

The Graphics Advisory Board is helping us establish connections with the graphics and creative business community and Cal Poly. Advisory Board members believe our reputation as an excellent choice for local creative design education are earned.

## SLOCCCD Institutional Goal   4: Facilities and Technology

San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

A robust Graphics program supports the Common Core and technologically adept students SLOCCD anticipates enrolling within the next ten years. The full-time leadership of Canguo has kept us current with technology, pedagogy, software and industry standards within our budgetary restriction.

SLOCCCD Institutional Goal   5: Fiscal

San Luis Obispo County Community College District will build a sustainable and stable fiscal base.
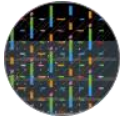
Past CPPR years show the results of Canguo Liu's leadership are apparent in increased enrollment in Graphics courses. We have improved efficiency by adding four computers to the classroom that will result in a potential of 40-50 additional students in our courses each year. The increased caps and enrollment maximums were phased in late in the spring 2017 enrollment process and are now reflected in our institutional data to show constant increases.

Graphic Design helps students successfully meet several **Institutional Learning Outcomes**:

ILO 1. *Personal, Academic, and Professional Development*

Students who have successfully completed Graphic Design courses demonstrate the professional skills necessary for successful employment. The number of jobs that require graphic design skills has increased. While such positions may not be listed as design jobs, they may well include positions such as administrative assistants who are required to update the company website (a recent SLO real estate company hire), or positions requiring typography skills needed for transportation, architectural and other types of planning positions that require visual presentation skills.

ILO 2. *Critical Thinking and Communication*

The conceptual and visual challenges in the Graphics Certificate develop critical thinking as well as work skills involving time management, professionalism and expertise using a variety of software programs in use by many industries.

ILO 4. *Social, Historical, and Global Knowledge and Engagement*

The study of communications within graphic design courses helps students engage in thoughtful analysis and evaluations of historical and social visual literacy and power structures within society.

ILO 5. *Artistic and Cultural Knowledge and Engagement*

The elements and principles of design and the conceptual and inspirational aspects of graphic art are embedded within each graphic design course. Group critiques in the classes teach students to appreciate and articulate diverse points of view. Media presentations by instructors and exhibitions in our main gallery and student gallery teach students about a wide range of art by people of various cultural, socioeconomic, racial, and other diverse richness of experience.

ILO 6. *Technical and Informational Fluency*

Contemporary Graphic Design is rooted in computer technology. Our students gain skills and knowledge in software from the Apple and Adobe Suites and become discerning about appropriate software for projects. Two of our courses have distance education modalities.

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

III.   **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**
       (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The current Graphics Certificate of Achievement includes

- Art 220: Fundamentals of 2-D Design,
- Art 255: Foundation of Digital Graphic Art,
- Art 256: Foundation of Digital Imaging Art,
- Art 258: Foundation of Digital Layout Design,
- Art 259: Foundation of Web and UX Design,
- Art 266: Graphic Design I,
- Art 267: Graphic Design Ii
- Art 268 Digital Typography Art.

Art 220 is a fundamental course in our studio art degrees and is a popular GE for non-art majors. For data analysis, we choose to exclude Art 220 and use all courses in the graphics area except Art 253: Digital Art (a course for studio art majors).

The data is based on the following eight graphics courses:

- Art 255: Foundation of Digital Graphic Art,
- Art 256: Foundation of Digital Imaging Art,
- Art 258: Foundation of Digital Layout Design,
- Art 259: Foundation of Web and UX Design,
- Art 266: Graphic Design I,
- Art 267: Graphic Design II
- Art 268: Digital Typography Art.

Also included the three dual-enrollment to date, ART 255, ART 256 and ART 258

The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

Enrollment in graphics courses increased 109.5% from 2016-2017 year to 2017-2018 and declined 3% in 2018-2019 before increasing to the same high as 2017-2018. We saw this as normal fluctuation and also suggesting that we are able to stabilize the great increase last year.

We had a total 326 enrollments in 2015-16 compared with 230 in 2014-15. After a few PT classes were canceled in 2016-2017 we had a total 242 enrollment and then began to see steady increases thanks to dual enrollment, CTE, a few successful overload classes and an increasing reputation in the community. Enrollments were in 2017-18: 507, 2018-2019: 492 and most recently 2019-2020: 503.
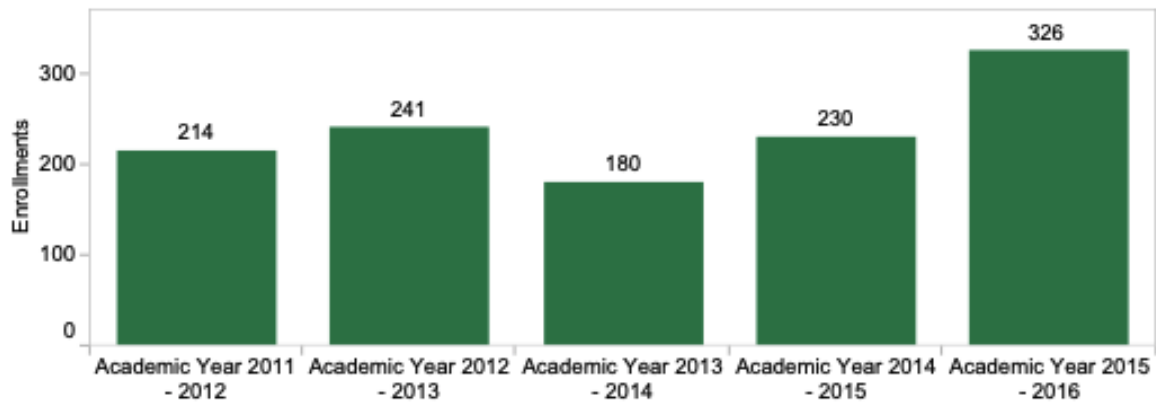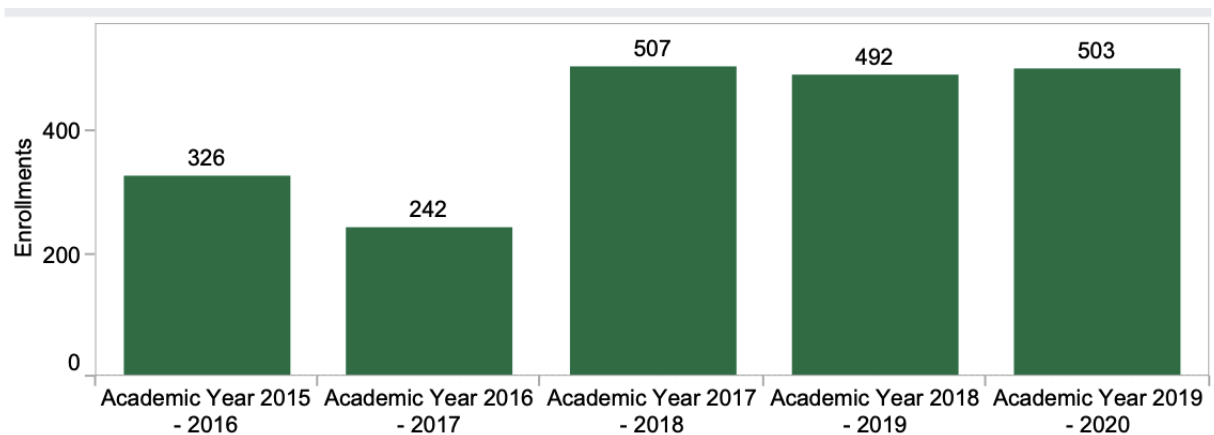

Figure 1 Data from last 2011- 2016 CPPR

Figure 2 Data for Current CPPR Date Range 2016 - 2020

The shift of Graphics' curriculum and teaching models from software-based titles to an emphasis on content and skills helped student success. We now see the trend of increasing enrollment as we are continuing to offer more classes which align with market and student need and build our program's reputation.

The steady enrollment growth in Graphic Design I and two new courses reactived by the lead faculty, Motion Graphic Design, and Web & UX design, have contributed to the increases. Enrollment in graphics courses increased from the data charts. Enrollment in graphics courses increased 109.5% in 2017 to 507 and remain around 500 in recent years with good enrollment in our face-to-face graphics courses and dual-enrollment courses.

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SLOCCCD Program Review Data - Enrollment

Department:	**Course:**	**Dual Enrollment:**	**Prison:**
All	Multiple values	All	All

All Enrollments

Academic Year	Enrollments
Academic Year 2015 - 2016	326
Academic Year 2016 - 2017	242
Academic Year 2017 - 2018	507
Academic Year 2018 - 2019	492
Academic Year 2019 - 2020	503
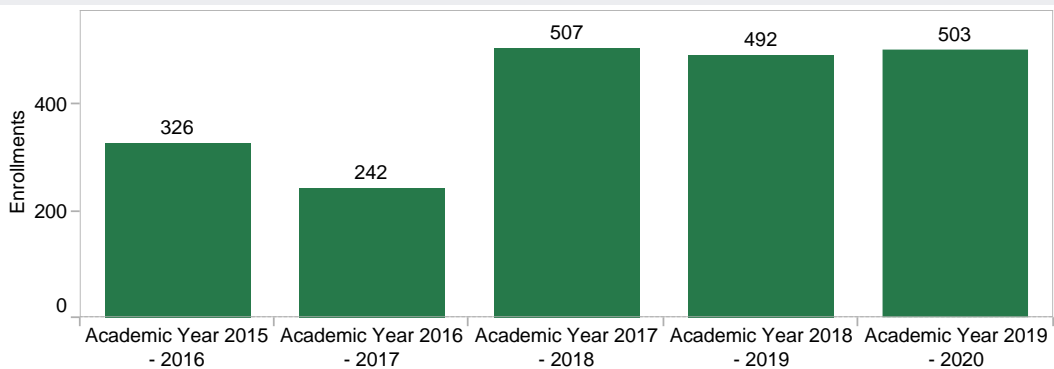
% Change - Overall College Enrollments

Academic Year	% Change in Enrollment
Academic Year 2015 - 2016	
Academic Year 2016 - 2017	1.817%
Academic Year 2017 - 2018	1.664%
Academic Year 2018 - 2019	2.879%
Academic Year 2019 - 2020	0.660%

% Change - All

Academic Year	% Change
Academic Year 2015 - 2016	
Academic Year 2016 - 2017	-25.8%
Academic Year 2017 - 2018	109.5%
Academic Year 2018 - 2019	-3.0%
Academic Year 2019 - 2020	2.2%
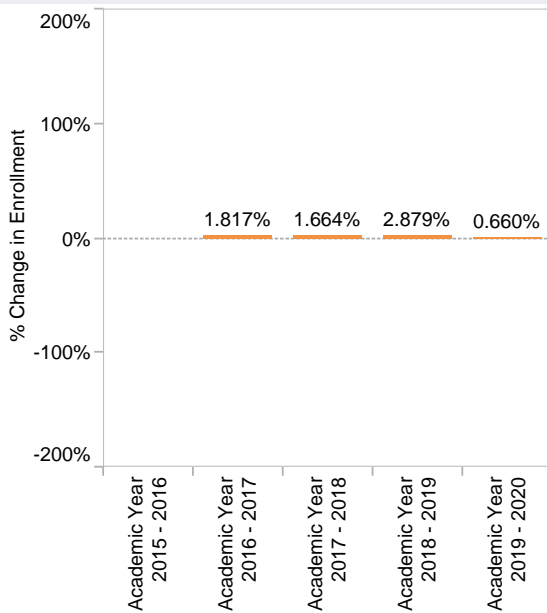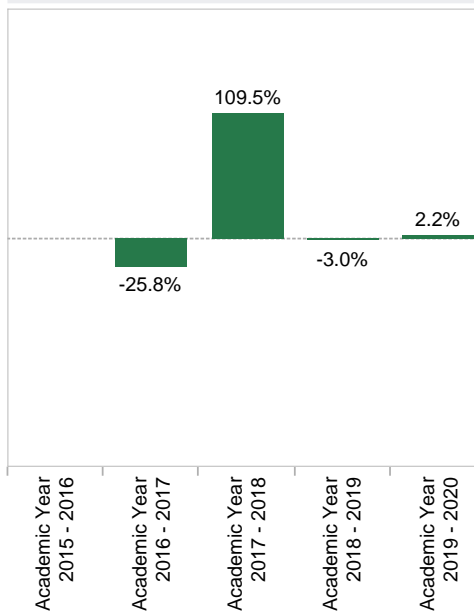
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate for Graphics classes, remains high since 2017 at 132% and at record high in 2018-2019 at 165%, which near doubles the overall college fill rate. Two factors contribute to the high fill rate; our main lab on the SLO campus generally has a fill rate that is close to the class cap and our dual enrollments have contributed to the high fill rate for ART 255, ART 256 and ART 258.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
All	Multiple values	All	All
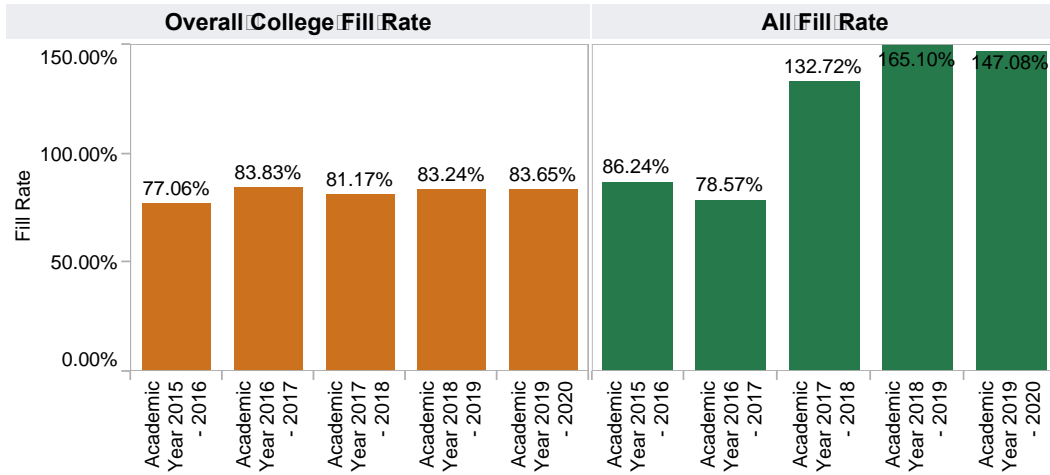
Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2015 - 2016	77.06%
Academic Year 2016 - 2017	83.83%
Academic Year 2017 - 2018	81.17%
Academic Year 2018 - 2019	83.24%
Academic Year 2019 - 2020	83.65%

All Fill Rate

Academic Year	Fill Rate
Academic Year 2015 - 2016	86.24%
Academic Year 2016 - 2017	78.57%
Academic Year 2017 - 2018	132.72%
Academic Year 2018 - 2019	165.10%
Academic Year 2019 - 2020	147.08%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.
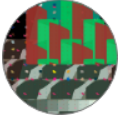
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty

(SXD4 Total-Hours/17.5) / XE03 FACULTY-ASSIGNMENT-FTE)

-

Efficiency in graphics courses has remained steady. We are above 10 and remain close to 10 since 2017, also close to 12(11.71) in 2018-2019 aacdemic year. Graphics is working to improve efficiency rates in several ways. Our caps have been changed and approved by the Workload Committee, and as of summer 2017, all will have board approval. After the remodel of 7138, we increased our enrollment maximum from 18 to 22 for face-to-face courses (effective Spring 2017) and 24 in 2018. and from 18-24 for DE sections (effective summer 2017).

The target for Fines Arts is to increase FTES by 1% and decrease FTEF by 2.8%. We plan to meet these targets with increased caps and maximum enrollments and by not replacing one of our instructors who is retiring and taught a 33% load course. Graphics plays an important roll in FTES increase. In addition, we are pursuing dual enrollment to further boost our numbers.

16 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
All

Course:
Multiple values

Dual Enrollment:
All

Prison:
All

Overall College FTES/FTEF	All FTES/FTEF

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Overall College FTES/FTEF
- Academic Year 2015 - 2016: 12.92
- Academic Year 2016 - 2017: 13.46
- Academic Year 2017 - 2018: 12.88
- Academic Year 2018 - 2019: 13.16
- Academic Year 2019 - 2020: 12.92

All FTES/FTEF
- Academic Year 2015 - 2016: 9.29
- Academic Year 2016 - 2017: 8.91
- Academic Year 2017 - 2018: 10.37
- Academic Year 2018 - 2019: 11.71
- Academic Year 2019 - 2020: 9.68

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

[Student Success—Course Completion by Modality (Insert Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

Successful completion rates for graphics face to face courses are increasing. Thanks to enhanced class contents and teaching methods, and adopted new technology such as live collaboration document, our students are more engaged in the classroom which increased the success rate. In face to face class, we provide more one-on-one meeting to create a studio-like environment to help students gain confidence and produce a stronger portfolio. It is natural to learn and experience graphic design in the studio. We will continue to develop more modules for our face-to-face classes.

Success rates for DE graphics courses (Art 255 which primarily focuses on Illustrator and Art 256 which primarily focuses on Photoshop) are significantly lower for DE courses. After dialogue and survey with the DE instructor, we will offer open lab time in SLO campus to DE students.

18 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
Multiple values

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -All

Successful Course Competion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	75.66%	75.68%	76.86%	76.30%	84.04%
	Total Department Enrollments	52,399	53,120	53,586	52,830	51,883
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.59%
	Total Department Enrollments	9,950	10,438	12,311	14,888	16,965

[Degrees and Certificates Awarded (Insert Data Chart)](#)

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

Since 2017, more student see the values of our certificates and we started to see the growth or Certificates Awared. 4 CA in 17-18 and 5 CA with 4 CS in 18-19 and 8 CA in 2019-2020.

Our students tend to pursue BA via transfer or start to work without a certificate as it is not as crucial. However, more students started to show interests.

We are in the planning stage of two small certificates in Web and UX design and Motion Design to increase the program's certificate awards and better serve our students.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
Multiple values

Program Awards
Top Code Description(s): All
Award(s): Graphics (CA) & Graphics (CS)

Award Type	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts					
Associate in Arts Transfer					
Associate in Science					
Associate in Science Tran..					
Certificate 6 or less Credits					
Certificate 6-18 Credits	7	1	4	5 / 4	8
Certificate 8-15 CCCCO appr..					
Certificate 16-30 (Begin ..					
Certificate 18-30 (End 2..					
Certificate 30-60 Credits					
Certificate 60 or more Credi..					
Noncredit Certificate 48-..					

Program Awards Table

Award Type	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Certificate 6-18 Credits	Graphics (CA)			4	5	8
	Graphics (CS)	7	1		4	
	Total	7	1	4	9	8
Grand Total		7	1	4	9	8

Program Awards: The number of degress and certificates awarded by program type

General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

Successful completion rates for graphics courses started increasing from 2016-2017 and began significantly higher than overall college and Fine Arts success rates, at 81.26%, 82.22%, and 87.08%. Thanks to enhanced class contents and teaching methods, pedagogical innovation, and adopted new technology such as live collaboration documents, one-on-one, and One-by-One meetings, our students are more engaged in the classes, which increased the success rate.

22 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

TERM_ID
All

Measure Names
🟩 Department Success Rate
🟧 Overall College Success Rate

COURSE
Multiple values

Successful Course Completion - All
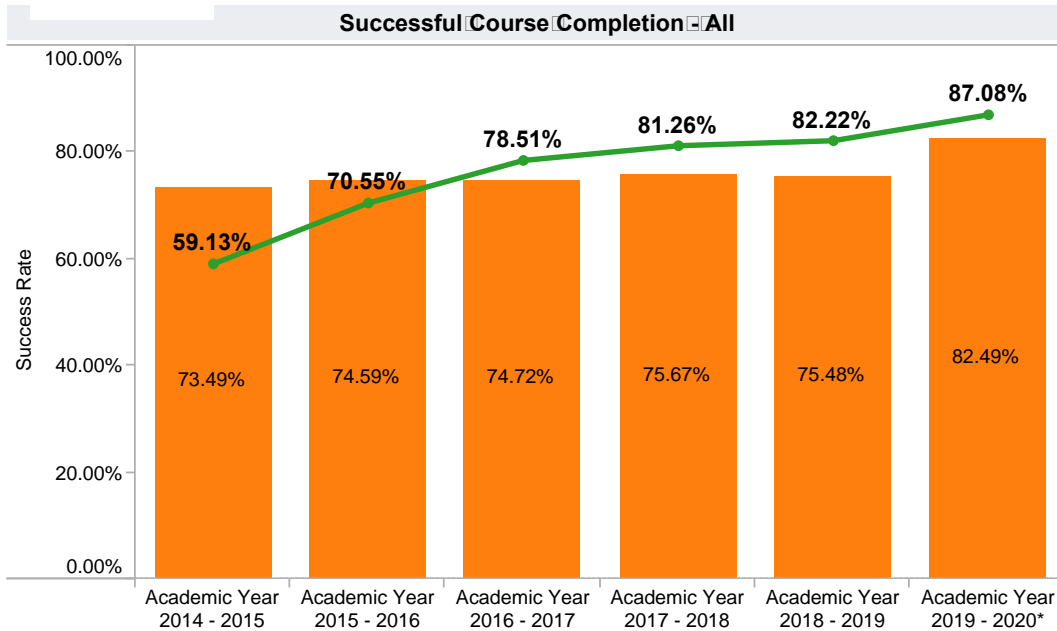
All Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	70.55%	78.51%	81.26%	82.22%	87.08%
Total Enrollments	326	242	507	540	513

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Instructional Comprehensive Program Planning & Review
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity performance gaps?
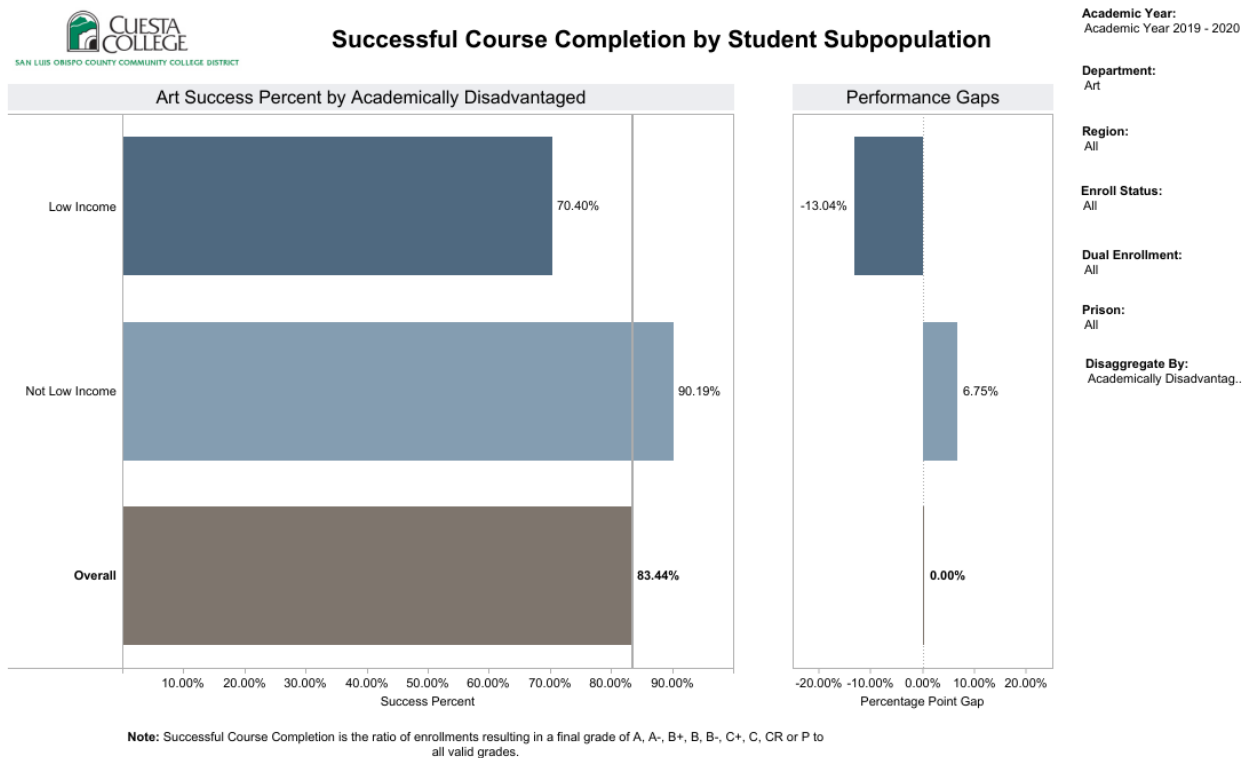
Graphics doesn't have a separate data set for Disaggregated Student Success, so our discussion is based on the Disaggregated Student Success Data for Fine Arts.

Fine Arts has a smaller successful course completion gap than the college for Low Income populations. This had improved in the Fine Arts from 2018-2019 where there was a gap of 14.5% and a gap for this year tabulated at 13.04%. We are basically equal to the college in success for Not Low Income. This metric displays 2019-2020 data and is especially important as we see economic disparity grow in our area over time and work to respond to this in the Fine Arts.

24 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

Overall, Fine Arts shows a slightly higher successful course completion in several subpopulation areas (Asian and Hispanic/ Latino) for non-white students when compared to the college. The Black or African American subpopulation does display a large performance gap that will be discussed within the Division to align with the efforts put forth in the California Community College Chancellor's Student Equity and Achievement Program where Cuesta College developed an integrated Student Equity Plan for the college. The plan focuses on specifically eliminating achievement gaps in relation to access to the college, course completion, certificate and degree completion, and transfer readiness.

Graphics have implemented more one-on-one student meetings during regular class studio time to understanding their education goals, and then we can customize some teaching content and projects to help the student achieve their goals and produce professional portfolio graphic design works.

We tend to use more real-case work examples, like freelancing job opptunities or design commissions to stimulate the student to use their skills and understand they are gaining valuable knowledge and experience.

Our faculty attend equity-related training offerings by the district, and all keep working toward equity-minded syllabi and best practices for student success.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

N/A

25 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

IV. CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.
Complete the <u>Curriculum Review Template</u> and submit the form within your CPPR.

(Please find the attached Curriculum Review Template - *Graphics_cppr curriculum review guide and worksheet.pdf*)

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

26 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

All of our graphics courses have had major revisions in 2018 which ensures currency in the following catagories:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

We are working on major update and review in 2021-2022.

Current Active	LAST REVIEW 2015	2016	2017	**2018**	2019	2020	**2021**
ART 255 AI	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 256 PS	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 258 ID	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 259 UX	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 265 Motion		•	minor	minor	MAJOR	minor	minor
ART 266 GD I	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 267 GD II	•	minor	minor	MAJOR	minor	minor	MAJOR
ART 268 Typo	•	minor	minor	MAJOR	minor	minor	MAJOR

Programs

Graphics Certificate .... Deactivated 2016

Graphics Certificate of Achievement .... Actived 2016

· ·

Program Review

Graphics Certificate of Achievement .... **Review Date** Mar. 2017

1. Required courses and electives, incl. course numbers, course titles, and course credits, are accurate.
2. Program description is current.
3. Program Learning Outcomes are accurate and include method of assessment

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

35	Course	Name	Details	SLO	pre F2011	F2011	S2012	SUM2012	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019	S2020	F2020	S2021	F2021
44	ART 253	DIGITAL ART	06 X2006 S2013 Approved Change	X	X							X									R			A			
45	ART 255	DIG. GRAPHIC ART	07 X2007 F2016 Approved Change	x		X							X					X					X				A
46	ART 256	DIG. IMAGING ART	07 X2007 F2016 Approved Change	x		X							X					X	X				X			A	
47	ART 258	DIG. LAYOUT	06 X2007 F2016 Approved Change	x			X									X			X					A	A		
48	ART 259	WEB & UX	F2010 F2016	x		X					X							X						A	A		
49	ART 265	FLASH:ART, DES, & ANIM	02 X2008 F17 Approved Change	x			X							X					X				X				A
50	ART 266	GRAPHIC DESIGN I	04 X2003 F2016 Approved Change	x		X							X					X					A		A		
51	ART 267	GRAPHIC DESIGN II	03 S2003 F2016 Approved Change	x					X									X					A		A	
52	ART 268	TYPOGRAPHY	02 S2007 F2016 Approved Change	x		X					X							X					X				A

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, we are assessing our courses in eLumen as they come due for assessment in the program assessment calendar.

Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

PLO Summary Map by Course

Map Origin: CA_GRAPHICS
Map Target: CA_GRAPHICS

SLOs	Define and apply visual elements and principles of design.	Demonstrate an understanding of digital color space and basic color theory.	Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication.	Design and prepare professional graphic design work.	Evaluate and analyze graphic design and visual communication work.
ART220					
Successfully apply the visual elements and principles of design to the two-dimensional format.	X	X		X	X
Successfully use a variety of media and techniques.	X	X	X	X	
Identify and analyze design in artworks that display different modes of expression and cultures.					X
Identify and analyze design in the world around them.					X
ART255					
Apply basic illustration software operations.	X	X	X		
Integrate basic drawing and observational techniques.	X	X	X	X	X
Apply the visual elements and principles of design to the two-dimensional format.	X	X	X	X	X
ART256					
Apply basic photographic editing software operations.	X	X	X		X
Apply the visual elements and principles of design to the two-dimensional format.	X	X	X	X	X
Integrate basic photographic and observational techniques.	X	X			X
Analyze mixed media and digital design in historical and contemporary artworks.	X	X			X
ART258					
Apply fundamental digital layout design software operations.	X	X	X		
Integrate text and images with basic design competency using the elements and principles of layout design.			X	X	X
Analyze historical and contemporary layout design projects using the visual elements and principles of design.					X
ART259					
Apply fundamental interactive design software operations.		X	X	X	X
Combine text and images with basic design competency using the elements and principles of interactive design.	X	X	X	X	X
Demonstrate knowledge of essential web and interactive design principles and elements of visual communication.	X	X		X	X
ART265					
Apply fundamental motion graphic design software operations.	X	X	X	X	X
Combine text and images with basic design competency using the elements and principles of motion graphic design.	X	X	X	X	X
Demonstrate knowledge of essential motion graphics design principles and elements of visual communication.	X		X		X
ART266					
Apply basic design principles and elements of visual communication to graphic design projects.	X	X	X	X	X
Create graphic design work using the tools, materials, and techniques of industrial standards.	X	X	X	X	X
Analyze and apply inspiration, ideas and techniques from contemporary and historical graphic design work.	X		X		X
ART267					
Apply complex computer operating system and software operational processes and techniques.	X	X	X	X	X
Apply the visual elements and principles of design to intermediate level graphic design projects.	X	X		X	X
Prepare professional quality graphic design work.	X	X	X	X	X
ART268					
Create type designs in various media and software programs.	X	X	X	X	X
Apply effective typography and visual communication.	X	X		X	X
	0	0	0	0	0

Instructional Comprehensive Program Planning & Review
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

ILO Summary Map by Course

Map Origin: CA_GRAPHICS
Map Target: All ILOs

SLOs	Artistic and Cultural Knowledge and Engagement		Personal, Academic, and Professional Development			Technical and Informational Fluency	
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
ART220							
Successfully apply the visual elements and principles of design to the two-dimensional format.	X						
Successfully use a variety of media and techniques.	X						
Identify and analyze design in artworks that display different modes of expression and cultures.	X						
Identify and analyze design in the world around them.	X						
ART255							
Apply basic illustration software operations.	X						X
Integrate basic drawing and observational techniques.	X						
Apply the visual elements and principles of design to the two-dimensional format.	X						X
ART256							
Apply basic photographic editing software operations.	X						X
Apply the visual elements and principles of design to the two-dimensional format.	X						X
Integrate basic photographic and observational techniques.	X						
Analyze mixed media and digital design in historical and contemporary artworks.		X					
ART258							
Apply fundamental digital layout design software operations.	X						X
Integrate text and images with basic design competency using the elements and principles of layout design.	X						X
Analyze historical and contemporary layout design projects using the visual elements and principles of design.		X					
ART259							
Apply fundamental interactive design software operations.	X						X
Combine text and images with basic design competency using the elements and principles of interactive design.	X						X
Demonstrate knowledge of essential web and interactive design principles and elements of visual communication.	X						
ART265							
Apply fundamental motion graphic design software operations.	X						X
Combine text and images with basic design competency using the elements and principles of motion graphic design.	X						X
Demonstrate knowledge of essential motion graphics design principles and elements of visual communication.	X						
ART266							
Apply basic design principles and elements of visual communication to graphic design projects.	X						X
Create graphic design work using the tools, materials, and techniques of industrial standards.	X				X		X
Analyze and apply inspiration, ideas and techniques from contemporary and historical graphic design work.		X					
ART267							
Apply complex computer operating system and software operational processes and techniques.	X						X
Apply the visual elements and principles of design to intermediate level graphic design projects.	X						X
Prepare professional quality graphic design work.	X				X		X
ART268							
Create type designs in various media and software programs.	X				X		X
Apply effective typography and visual communication.	X						X
	0	0	0	0	0	0	0

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Improvements to the curriculum and classroom result from SLO course assessment and the importance of maintaining industry standard software and instruction is affirmed. Please see section F for details.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

Instructional Technology
- Our top priority is for Lab computers. Current equipment in the Graphic Design Lab is due for an eight year update due to wear and tear and planned obsolescense. Desire to switch to mobile learning stations to allow for flexibilty to create optimal social distancing on any given day as needed, with MacBook Pros and UV cleaning and charging station instead of desktop computers. Supports all SLOs for all graphic design courses and potentially allows for larger in person enrollment in post pandemic reality.

- 24 Mobile Screen (iPads) on Mobile work desk. To be used for decentralized in-person hyper synced classroom (in person with online synchronous Zoom) to allow for maximum mobility and social distancing. Expands opportunities for enrollment growth and mobility. Supports all SLOs for all graphic design courses.

Facility Space Expansion

- Currently, 7137 is a shared space for Graphics and Music, and is not being used very well. We are seeking efforts to convert this space with the Music department regarding how to make it more useful. Graphics 7138 room has no windows and is hard to prepare for the best/safest instruction in the post COVID-19 situation.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives

Institutional Learning Outcomes

Program outcomes

32 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

We will continue pedagogical experiments, design new projects that are more attractive, practical, and include the latest technology and innovation. Our goal is to help students build a strong work portfolio and gain close to real-world experience in the classroom. The goal is for students to develop a useful portfolio applicable to jump-start their careers as early as possible. Cuesta GD is willing to take a more active role in the local community, connecting to the students, professionals, companies, and organizations, providing a clear connection between school and the local workforce.

We will focus on building a stable, enhanced, and improved schedule to increase enrollment and fill rate, small certificates to increase Certificates awarded, and workforce preparation. We will continue to work on current DE low successful completion rates and work with instructors to enhance the DE teaching contents towards increasing success. We will continue to revise our curriculum to realign the program with increased applicability to a career-focused pathway, and we will embed Universal Design for Learning concepts to maximize successful learning and course completion for all learners.

Spring 2020, our program moved to a fully digital environment. All current FT and PT faculty have an earned DE certificate. We are building and testing a more coherent digital learning experience and preparing to return to in-person lab teaching with a newly designed instruction mode. We are working to better support students' needs, produce more effective online content, help them during the difficult time, learn skills and strategy skills and become a more adaptive learner.

Indicate any anticipated changes in the following areas:

Curriculum and scheduling

Support services to promote success, persistence and retention

Facilities needs

Staffing needs/projections

Curriculum and scheduling

After a few years of expanding, now we have an optimized graphic design curriculum include interactive design and motion design, those areas are highly demanding in the industry. Based on recent Adobe research, most tech companies tend to put Designer the same priority as Developers. Graphics will continues work to expanding the range to cover more high demand areas to help plan their future. We plan to finish and completed two small certificates for Motion and UX design in this academic year and build small or minimal documents to enhance and endorse student resumes.

33 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

Support services to promote success, persistence and retention

We are working on reducing and removing material fees for digital course. We are providing more content online, which allows students to have better access to class instruction. We are planning new modes and methods to maintain student persistence and retention.

Facilities needs

With new VR/AR equipment, we have run-out of all possible space. We will start to look at the possibilities of space expansion to create a more Art and Design collaborative environment. We are in short of people to handle the expanding tasks as lead faculty are fully over-loaded in teaching.

New studies and class experiments are conducted in regular class session. 3D Forms, mixed dimensions, are believed in our program a new foundation for the next decade for design students. We are working to get more 3D Making machines, such as CNC, the Laser engraver, and Direct-to-Garment Fabric Printer with new perspective learning. We initially will begin VR experience projects in Spring 2020, which was paused by the COVID-19 lockdown. This has forced us towards a new direction rooted ininternet-based creative teaching and learning.

We are currently formalizing a final proposal to a new teaching model, the idea from our five years of experience in Lab and Internet-based teaching. With a mobile workstation and a portable desk, we are working toward a decentralized teaching mode. The new model wiil keep a high priority of in-person safety, maximum efficiency with new, updated, detailed class contents, and a potential enrollment boost.

Staffing needs/projections

Staffing projections for the long-term run, we may need to start to plan a Graphic Design technician to serve our increasing student population.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We believed it would be a very challenging time for the next review cycle because COVID-19 will cause long-term impacts on the economy, education, individual students, and how people see the value of knowledge and their personal lives. Our jobs are always changing to adapt to the so-called New Normal. We want to move to a more digital, internet-based, strategic instruction model to support students. We want to help students learn the skills they need to get a job in the design industry.

Graphics is changing by providing high-quality design education that is remote-friendly, focused on building real-world skills toward the workforce, and help students establish multidisciplinary exploration of their digital creativity.

34 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

Student Success:

For the last eight years Fine Arts and as a subset, Graphics has used the completed work of our capstone class, Art 293 Portfolio, to evaluate program outcomes. For Graphics there is a separate evaluation instrument sheet for all students declaring Graphics as an area of interest and/or pursuit. Every Fall, approximately 15-20 students complete our Portfolio Presentation class with an exit portfolio and written work. Most students enroll in the class for transfer preparation for successful acceptance into art programs and workforce entry. The table below displays the Division's informal tracking of student success which break out Graphics students.

Certificates (CA Graphics, Ceramics, Photography, Sculpture):
We see a marked increase in recent Certificate earners in Graphics with eight students being awarded.

2020/2021

NAME	Schools Accepted	Major	School Declared/ Workforce Entry	Award
Leboeuf, Emma	Arizona State University	Photography	Arizona State University	

2019/2020

NAME	Schools Accepted	Major	School Declared/ Workforce Entry	Award
Aponte, Michael	Cal Poly SLO		Cal Poly SLO	
Callahan, Frances	? / Applied - Parsons School of Design, NYU, Belmont University, School of Art and Design Chicago, RISD	Photography	?	
Conn, Amanda	CSU Long Beach, Cal Poly SLO	Painting, Illustration, Graphic Design	CSU Long Beach	
Johnson, Roston	CSU San Jose (MFA)	Illustration	CSU San Jose (MFA)	
Ordonez, Judy	CSU Long Beach		CSU Long Beach	
Willis, Olivea	Columbus College of Art & Design	Illustration	Columbus College of Art & Design	

2018/2019 (Partial - Aceptance Info.)

NAME	Schools Accepted	Major	School Declared/ Workforce Entry	Award
Belanger, Emily	CSU Fulerton	Graphic Design	CSU - Fullerton	-
Bilson, Laura	Ohio State University	Photography - Journalism	Ohio State University	-
Gularte, Juliana	UC Riverside	Studio Art	UC - Riverside	-
Highland/Gardener-Félix, Raine/Camile			California Conservation Corps	
Wagner La Grille, Lauren	CSU Chico, Cal Poly SLO	Graphic Communication	Cal Poly SLO	
Zufall, Gabriel			PCPA	

2017/2018

NAME	Schools Accepted	Major	School Declared/ Workforce Entry	Award
Acosta, Carolina	CSU San Jose	Fine Art	SU San Jose	-
Garcia, Alfred	CSU East Bay	Graphic Design	CSU East Bay	-
Good, Britta	UC Santa Barbara	Art & Design	UC Santa Barbara	-
Graham, Danial	-	Photography/Graphic Design	Left Lane Sports - Lead of Product Photography	-
Maclane, Mary	Cal Poly SLO	Photography	Cal Poly SLO	-
Myers, Becky	UC Santa Barbara	Studio Art	UC Santa Barbara	-
	UC Davis	Studio Art		-
Neel, Addison	University of Oregon	Studio Art	University of Oregon	-
Nygaard, John	Cal Poly SLO	Graphic Communication	Cal Poly SLO	-
Ramos, Matt	Cal Poly SLO	Studio Art	Cal Poly SLO	-
	CSU San Francisco	Studio Art Major		-
	CSU San Jose	Art Major - Pictorial Art Concentration		-
Salgadoe, Shanella	CSU San Francisco	Interior Design	CSU San Francisco	-
	Art Institue San Francisco			-
Sardinia, Natalie	CSU Sonoma	Studio Art	CSU Sonoma	-
Scibelli-Marez, Mia	Cal Poly SLO	Graphic Design	Cal Poly SLO	-
Tappan, Crystal	Pacific Northwest College of Art	Photography	Pacific Northwest College of Art	$43,020 total over 2 yrs.
	Southern Oregon University			$34,020 total over 2 yrs.
	Oregon State University			
Tate, Abigail	Cal Poly SLO	Graphic Design	Cal Poly SLO	-
Wieber, Casey	Cal Poly SLO	Photography	Cal Poly SLO	-
Wilson, Mae	UW Madison MFA Program	MFA-Fine Art	UW Madison, WI	Fellowship - full ride with stipend and health insurance.
Yanez, Leilani	CSU San Diego	Interior Art & Architecture	CSU San Diego	-

VIII. **After completing and submitting this document, please complete the <u>Overall Program Strength and Ongoing Viability Assessment</u> with your Dean before May 14, 2021.**

36 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Douglas Highland	*Doyglo R. Highland*	3/2/2021
Division Chair/Director Name	Signature	Date
Canguo Liu (Lead Faculty)	*Canguo Liu*	Mar 2, 2021
Name	Signature	Date
Madeline Medeiros Taylor	*Madeline Medeiros Taylor* Madeline Medeiros Taylor (Mar 3, 2021 09:20 PST)	Mar 3, 2021
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

37 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 1, 2021

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/AY_2018_2019/meeting_09_11_2018/Prioritization_Process_Handbook_2018_Final_Sep04.pdf
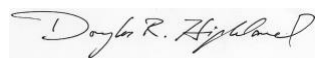
APPLICABLE SIGNATURES:

Madeline Medeiros Taylor
Madeline Medeiros Taylor (Mar 3, 2021 09:20 PST)   Mar 3, 2021

_____   _____
Vice President/Dean   **Date**

Doyle R. Highland   **3/2/2021**
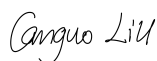
_____   _____
Division Chair/Director/Designee   **Date**

Canguo Liu   Mar 2, 2021

_____   _____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date __3/1/2021__

Reviewer __Canguo Liu__

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ART 268	yes / no	☐no / ☐ yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 255	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 256	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 258	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 259	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 265	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 266	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
ART 267	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date
	yes / no	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date	☐ ☐no / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	ART 255	ART 256	ART 258	ART 259
1. Effective term listed on COR	Date: Fall 2016	Date: Fall 2016	Date: Fall 2016	Date: Fall 2016
2. Catalog / schedule description is appropriate	yes / no[1] ○ ▢	yes / no[1] ○ ▢	yes / no[1] ○ ▢	yes / no[1] ○ ▢
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2] ○ ▢	yes / no[2] ○ ▢	yes / no[2] ○ ▢	yes / no[2] ○ ▢
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4] ○ ▢	yes / no[4] ○ ▢	yes / no[4] ○ ▢	yes / no[4] ○ ▢
5. Grading Method is accurate	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢
6. Repeatability is zero	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢
7. Class Size is accurate	○ yes / no[2] ▢	○ yes / no[2] ▢	○ yes / no[2] ▢	○ yes / no[2] ▢
8. Objectives are aligned with methods of evaluation	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢
9. Topics / scope are aligned with objectives	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢
10. Assignments are aligned with objectives	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢
11. Methods of evaluation are appropriate	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢
12. Texts, readings, materials are dated within last 5 years	○ yes / no[3] ▢	○ yes / no[3] ▢	○ yes / no[3] ▢	○ yes / no[3] ▢
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢
14. Degree / Certificate information (if applicable) is correct	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢
15. Course Student Learning Outcomes are accurate	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢	○ yes / no[4] ▢
16. Library materials are adequate and current *	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢	○ yes / no[1] ▢

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

2. Course Review

- Please review the current CurricUNET CORs for <u>all</u> active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	265	ART 266	ART 267	ART 268
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2016	Date: Fall 2016	Date: Fall 2016
2. Catalog / schedule description is appropriate	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2] ◉ ☐	yes / no[2] ◉ ☐	yes / no[2] ◉ ☐	yes / no[2] ◉ ☐
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐
5. Grading Method is accurate	◉ yes / no[1] ☐	◉ yes / no[1] ☐	◉ yes / no[1] ☐	◉ yes / no[1] ☐
6. Repeatability is zero	◉ yes / no[4] ☐	◉ yes / no[4] ☐	◉ yes / no[4] ☐	◉ yes / no[4] ☐
7. Class Size is accurate	◉ yes / no[2] ☐	◉ yes / no[2] ☐	◉ yes / no[2] ☐	◉ yes / no[2] ☐
8. Objectives are aligned with methods of evaluation	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐
9. Topics / scope are aligned with objectives	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐
10. Assignments are aligned with objectives	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐
11. Methods of evaluation are appropriate	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐
12. Texts, readings, materials are dated within last 5 years	yes / no[3] ◉ ☐	yes / no[3] ◉ ☐	yes / no[3] ◉ ☐	yes / no[3] ◉ ☐
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐
14. Degree / Certificate information (if applicable) is correct	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐
15. Course Student Learning Outcomes are accurate	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐	yes / no[4] ◉ ☐
16. Library materials are adequate and current *	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐	yes / no[1] ◉ ☐

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

[2] If no, a major modification is needed in the <u>current</u> term. (For increase in class size, see your curriculum representative for details.)

[3] If no, a minor modification is needed in the <u>current</u> term.

[4] If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
GRAPHICS Certificate of Achievement	yes / no ⦿	☐ no / yes ☐ date	☐ no / yes ☐ date	☐ no / yes ☐ date
	yes / no ⦿	⦿ no / yes ○ date	☐ no / yes ☐ date	☐ no / yes ☐ date
	yes / no ⦿	☐ no / yes ☐ date	☐ no / yes ☐ date	☐ no / yes ☐ date
	yes / no ⦿	☐ no / yes ☐ date	⦿ no / yes ○ date	⦿ no / yes ○ date
	yes / no ⦿	☐ no / yes ☐ date	⦿ no / yes ○ date	⦿ no / yes ○ date
	yes / no ⦿	⦿ no / yes ○ date	⦿ no / yes ○ date	⦿ no / yes ○ date

4. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
GRAPHICS Certificate of Achievement	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**
	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**
	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**
	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**
	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**
	⦿ yes / ○ no*	⦿ yes / ○ no*	⦿ yes / ○ no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall	Spring	Fall 2021	Spring	Fall 2022	Spring	Fall	Spring	Fall	Spring
ART 255		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 256		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 258		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 259		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 265		major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 266		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 267		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
ART 268		major / __ minor __	major / __ minor ■	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
		major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
		major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __
		major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __	major / __ minor __

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
GRAPHICS Certificate of Achievement		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

Graphics_2021 Instructional Comprehensive Program Planning and Review_FINAL

Final Audit Report   2021-03-03

Created:	2021-03-03
By:	Magnolia Stork (magnolia_stork@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUGikjaO2ZI2paMEVUmtYIRXS0Bspj_p-

"Graphics_2021 Instructional Comprehensive Program Planning and Review_FINAL" History

Document created by Magnolia Stork (magnolia_stork@cuesta.edu)
2021-03-03 - 0:54:53 AM GMT- IP address: 47.32.186.64

Document emailed to Canguo Liu (canguo_liu@cuesta.edu) for signature
2021-03-03 - 0:59:07 AM GMT

Email viewed by Canguo Liu (canguo_liu@cuesta.edu)
2021-03-03 - 1:06:20 AM GMT- IP address: 174.87.156.71

Document e-signed by Canguo Liu (canguo_liu@cuesta.edu)
Signature Date: 2021-03-03 - 1:07:12 AM GMT - Time Source: server- IP address: 174.87.156.71

Document emailed to Madeline Medeiros Taylor (madeline_medeirostay@cuesta.edu) for signature
2021-03-03 - 1:07:15 AM GMT

Email viewed by Madeline Medeiros Taylor (madeline_medeirostay@cuesta.edu)
2021-03-03 - 5:20:11 PM GMT- IP address: 23.113.214.88

Document e-signed by Madeline Medeiros Taylor (madeline_medeirostay@cuesta.edu)
Signature Date: 2021-03-03 - 5:20:56 PM GMT - Time Source: server- IP address: 23.113.214.88

Agreement completed.
2021-03-03 - 5:20:56 PM GMT