



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Academic - Graphic Design (GD) - (CE)

Reconfigure the classroom layout for each of the labs. (Goal 1)

Program Goal: Reconfigure the classroom layout for each of the labs.

Goal Status: Active

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

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.

Program Overview and Update

Lead Author

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Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

The graphic design program has made significant strides in enhancing its curriculum and resources. Notable updates include the first stage of development of a social media design course and a specialized bookmaking course that blends traditional techniques with Risograph printing, and the integration of responsible AI usage to teach ethical practices.

Technological advancements include hands-on Risograph printing and the adoption of new AI tools, equipping students with skills for responsible innovation. The program has seen increased student success in competitions and showcases and emphasizes faculty-driven real-world learning.

Community engagement has been bolstered through workshops, exhibitions, and partnerships that provide practical experiences. Efforts to future-proof the program include updated equipment and a strong emphasis on sustainability in design practices.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you on track for the 4-year assessment cycle?

Yes

Which courses have not been assessed in the last 4 years?

GD 217 - Web Graphics

GD 222 - Flash Web Animation

GD 225 - Digital Illustration

GD 230 - Graphic Design Work Experience

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.

The program's lack of assessment over the past year could be attributed to various factors, including resource limitations such as staffing and budget constraints, as well as time devoted to implementing new curriculum and technologies like AI and Risograph printing.

The focus on curriculum development and a transition period involving faculty changes may have further impacted consistent assessment practices. Challenges with data collection due to outdated systems may have also played a role. The program would likely benefit from support in establishing streamlined assessment processes and training on best practices.

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.

Over the past year, our program has focused on several outcomes assessment projects. We integrated Student Learning Outcomes (SLOs) into Canvas for real-time tracking and continuous feedback. Program Learning Outcomes (PLOs) were aligned with the Articulation and Curriculum Pathways (ACP) framework to ensure students meet academic and professional competencies.

We also implemented equitable assessment strategies, including group projects, peer critiques, and project-based assessments that reflect real-world challenges. Work-based learning opportunities, such as internships and community projects, have been expanded and evaluated through industry feedback.

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Additionally, student-centered assessments, like self-assessments and reflective exercises, have been introduced to promote personal growth and ownership of learning.

Student Achievement

Please discuss any equity gaps in access or success.

Currently, our program is not experiencing any equity gaps in student success, indicating strong overall performance and inclusive academic outcomes. However, a challenge remains in ensuring equitable access to resources, particularly in providing students with no-cost software solutions.

While we strive to maintain equal opportunities, finding a sustainable and viable method to offer all students free access to essential design software continues to be an area where additional support and innovative solutions are needed.

What action will the department or discipline take to address these equity gaps?

To address software access issues, the department plans to: form partnerships with software companies for discounted or free student licenses; integrate open-source software into the curriculum; seek institutional funding or grants for technology initiatives; improve access to on-campus labs with necessary software and extended hours; and offer workshops to build student proficiency in both professional-grade and open-source tools, ensuring adaptable and inclusive learning.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

Over the past year, there have been no significant changes in enrollment within the graphic design program, indicating stable participation levels. This consistency can be attributed to a steady interest in the field, supported by curriculum enhancements such as new courses and updated technology that keep the program relevant and engaging.

Additionally, the program's focus on integrating modern design tools like AI and Risograph printing has maintained its appeal. The stability in enrollment also reflects strong community ties and a reputation for preparing students effectively for the design industry. While no major increases or decreases were observed, the program continues to monitor trends to proactively adapt to future shifts.

What has this data revealed about the progress of the program review goals you set?

The stable enrollment data reveals that the program is making solid progress toward its review goals. It suggests that efforts to enhance the curriculum, such as incorporating new technology and courses like the bookmaking class with Risograph printing, have successfully sustained student interest. Additionally, the integration of responsible

AI usage in design education aligns with industry trends and helps fulfill the goal of preparing students with modern, relevant skills. While no significant changes in enrollment indicate steady engagement, it also points to the need for continued innovation and outreach to foster future growth.

Overall, the program is on track with its objectives, but ongoing assessment and adaptation are essential to maintain momentum and address any emerging needs.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

Our department offers distance education classes designed to ensure that Regular and Substantive Interaction (RSI) is consistently implemented. This commitment means that students engage in meaningful, instructor-led activities that support their learning and foster a connected educational experience.

Instructors utilize a variety of tools and strategies, such as scheduled virtual lectures, interactive discussions, timely feedback on assignments, and collaborative projects, to maintain ongoing and substantive interaction.

These practices help create an engaging online environment that mirrors the quality and rigor of in-person instruction, ensuring students receive comprehensive support and active involvement throughout their courses.

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Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review