Instructional Program Review
Graphic Design

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Graphic Design

2. **Department and/or Program(s) Purpose Statement:**

   1. To graduate students who can demonstrate analysis in the creative process.
   2. To graduate students who can demonstrate synthesis in the creative process.
   3. To graduate students who can demonstrate professional graphic design skills by successfully completing a capstone portfolio course.

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014-2015

4. **Date of Submission:**

   August 2015

5. *Lead Person Responsible for this Program Review:*

   Name: Victoria Taylor-Gore
   Title: Chair, Visual Arts
   E-mail: vtaylorgore@actx.edu
   Phone Number:806-676-3659

6. *Additional Individuals (Name and Title) Responsible for Completing this Program Review:*

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

    A .Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		x		
b. Completion		x		
c. Licensure Pass Rates				x
d. Retention (FA-SP) and (FA-FA)	X 73.9%			
e. Grades A-C			X 81.6%	
f. Annual Enrollment		x		
g. Survey, Focus Group, & Related Data				x

Based on the data in Part A, respond to the following two questions:
  i.   Identify one area in which your program(s) excel.

  The A-C overall is 81.6% compared to the overall institutional rate of 78.7%.

  ii.   Identify one area in which your program(s) need to most focus for the next few years.

  Retention

    B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		x	
b. Grades A-C (IDS – Age)	X 20-24 yrs		
c. Grades A-C (IDS – Gender)		x	
d. Grades A-C (IDS – First Generation)		x	
e. Grades A-C (IDS – Pell)		x	
f. Grades A-C (IDS – Full/Part-Time)		x	
g. Course-level Enrollment (IDS)		x	
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:
  i.   Identify two courses that are doing well.

> All courses are doing relatively well. Program has over 70% success rate.

    ii.   Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> ARTC 2311. We plan on removing the course from our curriculum upon advisory committee approval. Further enhance new course ARTC 1394

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> *Focus on Student Success Performance Measures:*
> 1) *Persistence from term-to-term and year-to-year – keep up-to-date with WECM objectives and outcomes*
> 2) *Successful completion of a course with a grade of "C" or better – strive for completers by offering extra lab hours, tutoring and one-on-one sessions with instructors.*
> 3) *Successful completion of a degree, certificate, or transfer*
>
> *Focus on AC's Primary (Institution-Wide) Academic Intervention Strategies:*
> 4) *Poverty – refer any students that have expressed a financial burden to the appropriate area for assistance.*
> 5) *Tutoring – offer students tutoring both day and evening with the instructional lab supervisor, student lab assistant and faculty*
> 6) *Course redesign – several changes in the program curriculum have been made over the last couple of years based on our advisory committee recommendations and upgrades to several courses to keep up with industry standards.*

PART B – Strategic Planning:

Each department/program is expected to support **AC's Strategic Planning** initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

> Expand Student Success (AC Strategic Plan through 2015: Strategy 1.1). Each semester, after academic leadership ensures all career and technical education CTE courses include the student learning outcomes required by the THECB in the Workforce Education Course Manual, students who complete these courses will fulfill the assigned student learning outcomes (AC Strategic Plan through 2015: Task 1.1.3).
> Syllabi for each section of all graphic design courses consistently contain the WECM end-of-course outcomes so that each instructor is using the same to ensure that students will meet these outcomes. The department chair reminds faculty to update their syllabi each semester and reviews faculty syllabi each semester.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives
SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	NA
Teamwork	Most courses
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Consistency in courses with up-to-date WECM objectives and outcomes.

3. What method(s) are your faculty using to assess the required objectives in your courses?
   (List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	All courses
Embedded Questions	NA
Licensure Exam	NA
Portfolios	All courses except ARTC 2311
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	ARTC 1302, ARTC 1325, ARTV 1341, ARTV 1303, ARTC 2311
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> In order to better align the Graphic Design Certificate with the new proposed major requirements in the Graphic Design AAS and to create a more streamlined, stackable certificate, courses were cut and moved to more relevant areas of the Graphic Design AAS.   ARTC 1394: Special Topics in Animation, Interactive Technology, Video Graphics and Special Effects and ARTV 2335: Portfolio Development for Animation are new courses that were added to address specific industry skills that will be required of our graduates.
>
> Students are connected with tutors in the major who can help and encourage them.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> Critical reading, thinking and problem solving are key skills in all of our courses and in the field as a whole. Teamwork is involved in some graphic design courses. Students work on problem based projects which require critical thinking and analysis. Interpreting and analyzing project requirements and objectives. Critical analysis and peer review.

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

> Provide quality education that will meet the needs and standards of the industry so that students can find employment or transfer with necessary credentials once they graduate.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> Upon completion of the capstone (portfolio) course, all students will be able to clearly demonstrate professional graphic design skills by scoring a 70 or higher as evaluated by outside graphic design professionals using a rubric developed by the graphic design faculty.

3. Identify your results and analyze your data.

> No data collected this year.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> Capstone courses will collect data beginning next year during the graphic design showcase where student portfolios are evaluated from outside professionals during one-on-one interviews.
>
> Input from these professionals in the industry serve as a useful indicator of the creativity, professionalism and design skills of our upper-level students and allows for honest and informed feedback regarding the students' marketability in their field.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> Always revising curriculum to be
> Faculty members share strategies.
> Full-time faculty mentor adjuncts.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> Graphic Design Advisory Committee
> AC Training Opportunities
> Industry Conventions/Seminars for faculty and students funded through Student Life
> Professional development workshops/classes/lectures/exhibits at their own cost.
> Do projects with professional clients in field.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> *Keeping current with industry-standard software/hardware.
>
> *It is difficult to offer additional sections due to workstation and lab space limitations.

*Recruiting efforts – Dept. Chair and assistant are working on a recruitment strategy

*Need for more adjunct training on BB gradebooks.

4. **Additional Comments Pertinent to this Review (Not Required):**