**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s):  A.A.S. Graphic Design |
| Certificate(s):  Graphic Design |
| Contact Information for lead on Self-Study:  Name: Sue Tatterson  Campus: SPC  Phone: 520.494.5049  Email: susan.tatterson@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| What is the description of the program as stated in the current CAC catalog:  The Graphic Design A.A.S. Degree provides students with the creative, technical and visual communication skills required for employment in entry-level positions in an exciting and rapidly growing industry. Students will be equipped with the knowledge and skills to be successful in a variety of design positions: advertising agencies; retail, corporate and in-house design departments; newspaper, magazine and book publishing environments; freelance design, illustration and web design. The program also prepares students for entry into a 4-year college or degree program. |
| Does your program have any other written mission or vision statements which do not appear in the catalog? If yes, please write them below and indicate where they appear. No |
| Describe how the program’s description, mission and/or vision aligns with the College’s Mission:  The Graphic Design Program’s goal of providing our diverse student body with the creative, technical, and visual communication skills for employment opportunities or entry into advanced degree programs aligns with the College’s mission of providing educational, economic, cultural, and personal growth opportunities. Students graduating from the program will be equipped with a skillset sought after by many businesses and organizations in Pinal County, ensuring the growth and success of our local communities. |
| What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:  1. (Evaluation Level) Compare and contrast the fundamentals of design history and theory and identify the influence, cultural and technical, on contemporary practices. (CSLO 1 & 2)  2. (Analysis Level) Apply the fundamental rules of design and typography to solve visual communication problems using industry standard software effectively. (CSLO 3 & 4)   3. (Evaluation Level) Compare and contrast the historic and contemporary perceived language of photographs in a cultural context and articulate the aesthetics used to communicate their visual message. (CSLO 1 & 2)   4. (Synthesis Level) Create and integrate photographic imagery into design projects based upon an awareness of the relationship of photography to the visual disciplines and its influence on culture. (CSLO 1, 2, & 4)   5. (Evaluation Level) Apply the principles of color and 2D and 3D design, including; repetition, contrast, variety, rhythm, balance, emphasis and economy to original designs and assess psychological factors that influence human response to the concept being communicated. (CSLO 2 & 4)   6. (Synthesis Level) Develop, identify and define the technology and design components required to implement a website using industry standard software and applications, and structured using current global usability and accessibility standards and recommendations according to the World Wide Web Consortium (W3C). (CSLO 1, 2 & 4)   7. (Evaluation Level) Demonstrate the ability to form and defend value judgements about design choices and communicate ideas and concepts clearly using specialized terminology and knowledge relevant to graphic design, photography and visual communication as a whole. (CSLO 4)   8. (Evaluation Level) Demonstrate the ability to critique and evaluate design solutions, their own and others, taking into consideration cultural relevance, effectiveness, impact, ethics and ecological sustainability. (CSLO 1 & 4)   9. (Synthesis Level) Plan, develop and produce a professional design portfolio, electronic and printed, demonstrating an understanding of visual communication, including; organization/composition, typography, photography, design aesthetics and the ability to construct meaningful design solutions to contemporary design projects. (CSLO 3) |
| Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. No |

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| **Program Enrollment and Graduation Trends** |
| Summarize the program enrollment data for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | A.A.S. Degree | 41 | 32 | 29 | 33 | 18 | |  |  |  |  |  |  | |
| Discuss and explain the factors influencing the enrollment trends: The graphic design program is relatively new at CAC – it was first available in 2010 – 2011. Since my arrival in Fall 2013 I have worked to raise awareness of the program, I found students, as well as many staff/faculty were unaware the program existed. The program lacked a strong design curriculum and experienced faculty. I have restructured the curriculum to provide a more rigorous design education. The academic year 15/16 is the first year the certificate has been offered. I believe the program will continue to grow as awareness of the program and its quality increases. |
| How has the program typically recruited students and marketed the program: High school visits and word of mouth as well as a new (14/15) brochure promoting the program that was included with the orientation packets. I plan on approaching local newspapers to run a story on the degree program and the new certificate. |
| Summarize the program graduation rate trends for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | A.A.S. Degree |  | 2 | 3 | 1 | n/a | |  |  |  |  |  |  | |
| Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion? The graduation rate is not acceptable at present, although I do know of six students (the number may be higher) graduating either this semester or next. I have no knowledge of the efforts made prior to Fall 2013. I believe the more constant scheduling and the stronger curriculum, with clearly defined goals, will see the graduation rate increase exponentially over the next 5 years. I make every effort to mentor the design students and encourage them to continue with their studies; I schedule events and meetings with the design school faculty at the Herberger Institute for Design at ASU in order to inspire the students to want to graduate and continue with their education. |

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| **Program Curriculum:**  *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.* |
| Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate. The degree and certificate programs compare favorably with other similar programs across the state. One concern I have is the course prefix, MSC, it is not in line with the other colleges or transfer institutions. I have had discussions with the office of curriculum prior to undertaking this study and now, having completed the comparison chart, it has only reinforced my desire to see this changed to either ART or GRA for the 2016/2017 course catalog. I did not have room to include Western Arizona College in the comparison chart, however I did compare their program and it uses the GRA prefix. This corresponds to ASU’s design program. I intend to research this further and discuss it at the upcoming ATF meeting in order to make a decision on how best to proceed. Another area I believe is important and something my program lacks is different specializations; not all, but two of the four, colleges have an overall digital arts program which offer different specializations. Job growth is expected to be far greater in the web design field, so it makes sense to have core requirements but with different specializations, such as web/multi-media and photography as well as the current graphic design specialization. With that said, I am also hoping to have a Digital Photography Degree in the future, if that is approved, I can envision having two specializations, rather than three, within the Graphic Design Degree program; Print Design and Web/Multi-Media. |
| Discuss how the program gets feedback on its program and curriculum from external sources, suchas advisory boards, employers, articulation task forces, accreditors, etc. I discuss my program curriculum with ASU colleagues who teach in ASU’s design department. I have received positive feedback from student employers, both on campus and in Casa Grande. I expect to attend a different ATF meeting this semester, which will be more applicable to my program needs, so I am also hoping to get input there. The past two ATF meetings I attended have not been successful, as the Media Arts ATF is more geared towards journalism not design. |
| Indicate any external accreditations which the program has. Are there any available accreditations which the program does not have, but maybenefit from seeking? The program has no external accreditations. There is an accrediting body for Art and Design Schools, The National Association of Schools of Art and Design (NASAD). No Community Colleges in AZ or neighboring states (CA, NM, UT, CO) have accreditation. The NASAD database is not user friendly and does not offer a list of all members, only a state-by- state search option. In the interests of time I searched random states, after looking at nearby ones, and did not find any accredited Community Colleges, only four-year degree institutions and colleges of Art & Design. With that said, I know that the Community College of Baltimore County recently received accreditation, but they are one of the few, if not only, 2-year programs to be accredited. I am a graduate of their program so I will contact the Chair, as I know him well, and ask if he thinks it is something that is  achievable for our design program. |
| Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States. Between now and 2022, according to the Dept. of Labor and Statistics, Graphic Design jobs are expected to increase at a rate of 7% while Web Design positions are expected to increase at a rate of 20%. As new businesses move into Pinal County, and Phoenix Mart is a good example, the demand for graduates with design and branding skills will increase. Graphic Design is ubiquitous but mostly goes unnoticed – every item in grocery store and pharmacy store aisles, every store front sign, business card etc. etc. is created by a graphic designer. In order to be successful in today’s competitive business environment organizations must have professionally designed branding collateral. |
| For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer |
| Indicate any articulation agreements in place for degree graduates. The program is particularly suited for transfer to ASU. There are no articulation agreements in place at present but I am working towards this. Most if not all of the program’s classes transfer as electives. |

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| **Program Specific Resources:**  *In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years: I am only able to address the past two years; the resources are adequate for the size of the **current** program. |
| Discuss the adequacy of the human resources available to the program over the past 5 years: Once again, I can only address the past two years. I do not have enough well qualified adjuncts, they are very, difficult to find. |
| Discuss the adequacy of the technological resources available to the program over the past 5 years: Now that the Mac Lab at SPC has been updated (last semester) with industry standard software, it is adequate. When I arrived it was not adequate. We offer courses at SMC and I have been advised by the instructor that the computers in the classroom at SMC are not adequate to run the Adobe programs. IT has very limited knowledge of Macs and I find this frustrating. Dan Bush and I do most of the work ourselves, Dan in particular works tirelessly to keep everything running smoothly. |
| Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 5 years: The Mac Lab at SPC is adequate. The classroom at SMC is not. |
| Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years: I have found the academic support to be adequate. The curriculum office is incredibly helpful! |
| Discuss the adequacy of the student support resources available to the program and its students over the past 5 years: To my knowledge it is adequate, but this is not an area I am well versed in. I provide advising and mentoring to my students as well as actively trying to find them work within the community. Beyond that I am not sure what resources are being referred to. |

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| **Program Effectiveness** |
| Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes? And According to the data, how well have students achieved these outcomes during the past 5 years? Between 2010 and 2014, (the years I have graduate data available for) six students have graduated from the program. I do not have data that indicates the level of student success as I have only been in my current position for two years. With the implementation of MSC205, Portfolio Development, the program’s capstone class, I expect to be better able to address the level of student success in achieving the program’s student learning outcomes. |
| If you have data which indicates the degree to which students in the program are achieving the college’s Common Student Learning Outcomes please share and explain the data. Please see above. |
| How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below. I do not have this information available to me.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | |  |  |  |  |  |  | |  |  |  |  |  |  | |
| If a degree is intended for transfer, or has transfer articulation agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions. |
| Describe the level of success (via completion rates, GPA, etc.) the program’s prior students have achieved at transfer institutions.  I do not have this information available to me. |
| If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have: I do not have this information available to me. |
| If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below. N/A   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Licensure/Certification | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | |  |  |  |  |  |  | |  |  |  |  |  |  | |

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| **Program Continuous Quality Improvement** |
| Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years: I am only able to address the past two years, and I do not have the data to adequately answer this question. I can say, however, that based on the skill level I observed of the students in the program when I first arrived, I have made several major curriculum changes and I intend to make more. I will be able to assess student achievement more successfully when they begin enrolling in the capstone class and based on students’ performance I will adjust the program accordingly. |
| Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years: As above, I can only address the past two years. In all honesty I have been so overwhelmed with curriculum development and getting the program on track that I cannot offer any analysis of operational goals at present. Looking to the future I would like to implement the installation of a Mac Lab at the San Tan Valley Campus. I believe there is a strong need for the program within the area’s demographic and offering the program at San Tan will increase program enrollment and graduation rates. |
| Describe other ways the program has engaged in continuous quality improvement: I am constantly developing and updating the program and course curriculum to better reflect other two-year graphic design programs, both nationally and in-state. The program’s MSLO’s were revised and the CSLO’s were added in 2014. |

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| **Program Alignment with Institutional Goals:**  *Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.* |
| The program is innovative and uses industry standard software and technology to prepare students for workplace entry and transfer to advanced degree institutions. Students are mentored to remain in the program and complete the degree through individualized instruction opportunities, one-on-one interaction with the program coordinator and a relevant and exciting curriculum. Partnerships with four-year institutions are one of the program’s top priorities as is producing graduates who will contribute to the economic vitality of Pinal County. |