

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**

Graphic Design for Digital Media

(Max chars: 100)

Program Code

1013

(Max chars: 100)

*** Is this a CTE program?** Yes No*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: We accommodate and provide support for student equity and success by establishing an inclusive environment that is mindful of any obstacles to education and target support to address issues of race, gender, religion, ethnicity, sexual orientation, immigration status, or socio-economic status. Examples:

1. We inject historical figures, such as Aries Moross, Georg Olden, and Geoff McFetridge into our class assignments as references to formerly underrepresented people in Graphic Design and Digital Media.
2. Many of our courses, such as Art 82, 83, and 84 have a zero-cost textbook option.
3. Most of our classes, Art 63, 73, 82, 83, 84, and 474 zero cost equipment which we purchase check out to students. This includes digital cameras, tripods, audio recording equipment, lighting, printers, digital tablets, and scanners.

Goal 2: We strive to ensure our students' educational goals by creating clear intellectual, course, and discipline pathways for our students to follow. Example: We have stripped down course offerings by combining Art 482 and 484 into once new course (Art 84) to make the completion cycle for degrees and certificates attainable in less time. We have now mapped our courses onto a two 2-year completion cycle by eliminating courses that were only taught once every other year (Art 482 and 484).

Goal 4: We look at market trends, advisory suggestions, and student needs to assess and adapt our program's technology needs to our students' academic and career success. Example: On our Advisory Boards suggestion, we learned, adapted, and switched to using more up to date software for the Web Design course, specifically Adobe XD. This software is incredibly well suited to remote working and allow for companies to see, review, and comment on working prototypes from cloud spaces.

PRIOR VIP GOALS STATUS/PROGRESS

*** 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

VIP Goal 1: Provide online course options for students pursuing digital media courses once Digital Media courses return to face-to-face modality. For example: provide online offerings to meet the needs of a diverse student population including working adults, professionals in the field, parents with children at home, and those that may not feel comfortable coming back to campus due to health reasons and COVID-19.

This will create better access points for students by offering different modalities of course offerings. This will also give the Digital Media department the opportunity to expand our adjunct faculty pool with online course offerings to teach, this will attract and retain a strong faculty pool from the working industry that may not be able to come to campus in person.

VIP Goal 2: Market out to students and counselors via email, announcements, word of mouth, and visual representation the curriculum changes of consolidating multiple certificates and degrees into only one certificate and degree offered in the Digital Media program. Create consistent and easy to understand messaging for students and counselors to understand the curriculum changes and offerings.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

- Yes
- No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

No answer specified

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available	
	1	2	3	4
Number of enrollments by males	✓			
Number of enrollments by females	✓			
Success rate by males		✓		

Success rate by females		✓		
Retention rate by males		✓		
Retention rate by females	✓			

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available
	1	2	3	4
Number of enrollments by African American	✓			
Number of enrollments by Asian		✓		
Number of enrollments by Caucasian	✓			
Number of enrollments by Hispanic	✓			
Number of enrollments by other race/ethnicity	✓			
Success rate by African American		✓		
Success rate by Asian		✓		
Success rate by Caucasian		✓		
	1	2	3	4
Success rate by Hispanic		✓		
Success rate by other race/ethnicity	✓			
Retention rate by African American		✓		
Retention rate by Caucasian		✓		
Retention rate by Asian			✓	
Retention rate by Hispanic	✓			
Retention rate by other race/ethnicity	✓			

*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available
	1	2	3	4
Number of enrollments by age group, 19 or younger	✓			
Number of enrollments by age group, 20-24	✓			
Number of enrollments by age group, 25-29	✓			
Number of enrollments by age group, 30-39	✓			
Number of enrollments by age group, 40-49				✓
Number of enrollments by age group, 50 or older				✓
Success rate by age group, 19 or younger		✓		
Success rate by age group, 20-24		✓		
	1	2	3	4
Success rate by age group, 25-29			✓	
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49				✓
Success rate by age group, 50 or older				✓

Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24		✓		
Retention rate by age group, 25-29	✓			
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage	✓			
Success rate by students with disabilities		✓		
Success rate by first generation				✓
Success rate by economically disadvantage		✓		
Retention rate by students with disabilities	✓			
Retention rate by first generation				✓
Retention rate by economically disadvantage			✓	

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend: 1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

*** 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

a. Since 2015-16 until now, we have seen overall increase in enrollments for the program. Enrollments by African American students has particularly increased with a 364% upshift over the period with additionally good increases in Hispanic (35%), Caucasian (72%) and Other (67%). During the same period, we also seem to be attracting a higher number of female students with a bump in enrollments by 86%. Our retention by gender seems to be very stable with little change in the numbers over the last 5 years. As a department we are communicating on effective ways to equally represent our student base in the material, technology, and history of course content and we feel these numbers have been influenced by this work.

c. With a deeply embedded relationship to technology, Graphic Design for Digital Media can be an intimidating Art program to engage upon. The job orientated technical skillsets taught in our program need to be taught with a sense of equity and inclusiveness sensitive to the socioeconomic backgrounds of our student body. Our overall enrollment increases, particularly since 2018-21 where we saw a jump from 47%, may be a reflection of these efforts.

*** 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
- Second, if applicable, summarize internal or external data/evidence/research the department has

(e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

a. Success Rates: Since the 2019-20 year our success rates by gender are declining in male with a significant drop of 7% and unknown 3%, while female remained stable. Success rates by ethnicity were improving until 2019 and have since then they have declined by 14%. This same trend is reflected in success rates by age group with gentle improvements until 2019 and a 15% decline since then. Most of those changes happened with 20-24 & 30-39 year-olds with other age groups seeing little to no change. Retention Rates: Retention rates by gender are stable with little change but retention rates by race show differences. Since the 2019-20-year African Americans and Other have declined 20% and 10% respectively while Asian, Caucasian, and Hispanic saw little to no fluctuation. Retention rates by age are generally improving and remaining stable. The only significant change came in the 30-39 which has seen a 14% drop since 2019. Enrollments: Enrollments are generally up and by gender they are improving, but there has been a small 4.5% decline in Asian students the last 5-year period.

c. Many of the declining numbers have occurred since the 2019-20 academic year. Overall, we have generally seen enrollment improvements since then but there has been a decline success rates in all ethnic groups, genders, and age groups. For the same period our retention rates, particularly with African Americans and Other, have dipped despite improving enrollment.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

*** 2d.1 Identify important LEARNING and COMPLETION developments and trends.**

Review data over the last six years.

Response Legend:					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention			✓		
Overall Course Success			✓		
FTES			✓		
All ADT degrees awarded				✓	
All AA degrees awarded		✓			
All AS degrees awarded				✓	
All degrees awarded		✓			
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree				✓	
Average units earned, AA degree	✓				
Average units earned, AS degree				✓	
Average units earned, all degrees		✓			
Average units earned by certificate(s)		✓			

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

Response Legend:
1 = Middle Skill **2** = Above Middle Skill

	1	2
CTE: Projected Occupational Growth	✓	

*** 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

a. Though our program enrollment is increasing and there appears to be little change in the number of overall degrees we are giving out. Since 2015 when we gave out a combined 12, we have increased to as many as 25 in 2019 but have slowly seen that number shrink to 18 since. During the 2020-21 year Print Media, where the bulk of our students originate, has seen the most awards 11 while Multimedia and Web Design combined to reach 8. The good news is that average units earned is on the decline which suggests that it is taking our students less time to reach their objectives. Outside of the 2020-21 academic years, our success rates were stable.

b. Our Advisory Board has indicated that the Digital Media Industry has switched to remote work seamlessly. In theory, students need to understand the remote instruction and interaction may be a permanent part of this kind of work. Successfully working with online technology may be a key to working Digital Media related work in the future.

c. Despite a difficult educational situation of the last few years, our enrollment and retention rates are increasing and holding together and remain stable. Over the last 5 years our retention rate has only changed .2%. Any change in Success rates may be attributable to pre and post pandemic education conditions.

*** 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

a. Our program's success rates are trending down. We have seen a 10% drop since 2019 when prior to that our number had been trending upwards. On average our FTEs appear to show little change. Our AA degrees and Certificates awarded have also seen a drop since 2018 from a high of 25 total to the current 18. Average units earned by degree and certificate are, overall, declining but are shrinking particularly for Multimedia Certificate earners which, since 2015-21 has almost been cut in half from an average of 110 to 58.

b. Our Advisory Board has indicated that the Graphic Design and Digital Media Industry has transitioned to online work with little to no issue. Given that we have seen a significant drop in our success rates since the start of the pandemic, we therefore see a need to improve success rates in the online learning environment.

c. Our program could see improvement in success rates and degrees & certificates awarded.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

*** 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

No answer specified

*** 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes
- No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

- Yes
- No

*** 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
- No

3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.

- Review & share results as a department
- Revise CLOs
- Change instructional strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other:

3c.4 PROGRAM STRENGTHS

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

Our program demonstrates several specific strengths:

- In our introductory courses, Art 63 and 82, students successfully building critical thinking in conjunction with critical skill building as a base toward our secondary courses. Key components are technique, creative thinking, and critical assessment. We are happy with the results of our assessments and continue use them to measure our students' critical skills. For example: Art 63 (Spring 21), 88% of students successfully exceeded expectation for an assignment with SLO#3 embedded in it. The criteria for success was exceeded.
Art 82 (Fall 20), 83% of students received an A or B on an assignment with SLO#1 embedded in it. The criteria for success was exceeded.
- Our secondary courses, Art 73, 83, 84, and 474 build out key CLO's from the intro classes. Students taking Art 73 are successfully developing design and typographic concepts appropriate to single and multipage documents. Students taking Art 83 demonstrate production flow, design, cultural sensitivity to Web Design. Students taking Art 84 demonstrate creative, culturally engaged, and technically astute motion graphics. And students in Art 474 understand proper methods for the creation of identity systems in multi-page communication documents. So far, we are also happy with the results of our assessments in these courses and continue to use them as a measure of your student's productivity. For example: Art 83 (Fall 21), 96% of students received an A or B on an assignment with SLO#2 embedded in it. The criteria for success was more than exceeded.
Art 84 (Fall 19), 91% of students received an A or B on an assignment with SLO#2 embedded in it. The criteria for success was exceeded.
- We have ACES data for one course, Art 63. In this course students received high percentages in mastery of Adaptability (90%) and Empathy (79%). We feel these are important skills and concepts for Art students to be familiar with.

3c.5 PROGRAM AREAS OF IMPROVEMENT

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

In looking at our CLO's our program can specifically improve in the following instances:

- Art 82 could improve online critiques for time-based animations. Critical knowledge of time based media has slumped a little since 2020. As an example: In Fall 21, only 70% of students received an A or B on an assignment with SLO#2 embedded in it. A minimum of 80% of students are required for success. Whereas in the Spring of 2018, 82% of students met the requirement.
- Additionally, Art 63 similarly had issues with demonstrations of critical thinking a late start class. In Fall 20, only 40% students exceeded expectations on SLO#2. Given that this could be broader issue with our introductory courses in online teaching, it is certainly something that could be addressed in the coming years.
- Art 407 is taught by a part-time faculty member, and we are still working to formally get it into an assessment cycle.

- All classes in the program need to examine how ACES-ILO skill integration will be implemented.

*** 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

*** 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

*** 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

Year 1: Fall

Full time faculty will attend upcoming training events for the implementation of ACES assessments into our Canvas courses.

Add Digital Fluency to Art 63 ACES assessments.

We will discuss a timeline for Art 73, 82, 83, 84, and 474 to add ACES assessments.

Year 1: Spring

Attend Aces training events.

Full time faculty will begin assessment for at least measure in one course Art 63 and 82.

*** ACES-ILO YEAR 2 ACTIONS**

Year 2: Fall

Full time faculty will attend upcoming training events for the implementation of ACES assessments into our Canvas courses.

Discuss a switch of our ACES assessments for all our courses to reflect the Top 3 for our area. These are Digital Fluency, Entrepreneurial Mindset, and Communication.

We will develop assessment tags for our ACES assessments and find appropriate assignments or course work to attach them to.

Year 2: Spring

With full time faculty assessing, check progress on 50% of sections reporting for all classes.

Continue to assess ACES measures.

*** ACES-ILO YEAR 3 ACTIONS**

Year 3: Fall

Full time faculty will evaluate ACES data from year 2 and identify possible issues or gaps with assessments.

Once issues have been identified, discuss how to resolve them.

Year 3: Spring

With full time faculty assessing, check progress on 50% of sections reporting for all classes.

Continue to assess ACES measures.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

*** 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

*** 4b. Are you planning to initiate a new program?**

Yes

No

*** 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

2c. The data shows that although we were moving towards improvement, large changes have come about since the switch to online education. Given that we teach technological skillsets, we realize this comes with a host of equity issues in regards access and affordability. Access to compatible equipment, robust bandwidth, and an affordable option for individual software access, particularly for lower income students, are crucial elements of our student success that we need to address and try to resolve. Some of our students cannot afford or own a MacIntosh computer, an Adobe software account, a digital camera and tripod, audio recorder, and color printer, and have had to improvise during the pandemic by using incompatible Chromebooks with remote access software, cell phones that record photos/video/audio, and screen displayed print work.

2f. Despite the simplification and streamlining of our degrees and certificates, our success rates are trending downwards. It is an area we have identified and need to focus on to reverse that trend. We feel that is still related to our data trends shifting pre and post pandemic and are therefore a result of issues with access to current equipment, software, technology, and online education.

3c.3. We have seen outcome changes in relation to critical thinking and critical knowledge that are related to asynchronous online education. Our goal is to better understand why we are seeing dips in these outcomes in relation to equipment, technology, and online education.

DEVELOP AN ACTION PLAN

4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

VIP Goal 1

In looking at the data on our department, our success rates prior to the pandemic/asynchronous education were trending upwards. Since then we have seen our number fall. We feel this is related to issues in with access technology and equipment. Our first goal is to increase the completion rates of our certificates and degrees by 15%, at a rate of 5% per year, for the next 3 years. To do this we will take the following steps:

- Improve access to better equipment and technology that will fuel student learning and completion.
- Ensure that equipment is up to date and competitive with current market trends.
- Ensure that all students, whether remote or in-person, are provided with improved and unobstructed access to our technological resources.
- Create visual connection paths (such as posters) toward certificate and degree completion.
- Continue to discuss and strategize for improved retention and success rates, particularly as they relate to any improvement in our equipment and technology.

VIP Goal 2

Implement ACES assessments for 50% of department courses within 3 years. This will begin with full-time faculty courses and, if need be, extend to course taught by part-time instructors. Over the next 3 years full-time faculty will:

- Attend training sessions for the ACES assessments into our Canvas and in person courses.
- Develop assessment tags for our ACES assessments and find appropriate assignments or course work to attach them to.
- Evaluate ACES data from years 1 & 2 and identify possible issues or gaps with assessments.
- Discuss a switch in our ACES assessments to reflect the top 3 suggested for Graphic Design for Digital Media. These are Digital Fluency, Entrepreneurial Mindset, and Communication.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

We have guest lecturers attend classes both online and in person to discuss the professional aspect of what they do. We also invite recruiters from 4-year institutions to attend class and discuss specific opportunities, offered by their schools, with our students. We also have a Graphic Design club that examines many aspects and career choices for those studying Digital Media Arts. Many of our courses also have an embedded paper which requires students to research institutions that offer career advancement beyond Chaffey college.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

Forums on analysis of Institutional Research and LMI data.

VIP GOALS

4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal 1: Improve access to current equipment and technology that will fuel student learning and completion through equipment such as laptops, cameras, printers, and relevant software licences. Replace all outdated equipment in the next 3 years.

VIP Goal 2: Graphic Design for Digital Media will build learning and completion rates by increasing attainment of our certificates and degrees by 15%, at a rate of 5% per year, for the next 3 years.

VIP Goal 3: In an effort to increase efficiency, we will implement ACES assessments for 50% of department courses within 3 years.

4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1: Our data shows that our success rates need to improve to align with Learning and Completion (Chaffey Goal 2). We want to ensure that all students, whether remote or in-person, are provided with improved and unobstructed access to our technological resources.

VIP Goal 2: We see through our data that an Equity and Success (Chaffey Goal 1) may be related to socio-economic issues with our students during the pandemic. Accordingly, we will work towards finding equipment and technology to fuel the future learning, completion, and success rates of all students in our program in a timely and efficient manner.

VIP Goal 3: Increasing ACES assessments to build success in the everchanging career landscape of our student body to increase our Agility (Chaffey Goal 6) in responding to those changes and student needs.