



Program Review

Merced College

2015-16

Faculty/Program Manager View

I. Program Summary

1. Name of Program

Digital Art/Graphic Design TMC (forthcoming)

2. Degrees, Certificates or Services Associated with the Program

Graphic Design AA-T

3. How does the program contribute to the mission of the college? [Merced College Mission Statement](#)

The forthcoming Digital Art degrees fulfill academic and career oriented requirements as outlined under California's Code of Regulations; Title 5. Carl D. Perkins Career & Technical Education are a part of the state's Vocational Education Basic Grant Award from the U.S. Department of Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006. One of the three primary goals of the California Community College system is to provide students with access to relevant Career Technical Education programs that will lead to employment upon program completion. The application of digital media knowledge in today's employment marketplace is immense. I've attached a recent query through the Statewide "Doing What Matters" ICT framework that suggests over sixty percent of future jobs in California relating to digital art and media fields--an explosive rate of growth. Several recent studies foreground graphic arts and digital media (various community colleges use graphic design and digital/new media as overlapping terms) as top fields for employment, with California outpacing all other states in job creation. Additionally, Merced College Graphic Design faculty serve as active participants in the Statewide Faculty Discipline Input Group in Graphic Design which first convened in early 2011. Finally, after many interminable years of collaboration and vetting through the C-ID website and in-person, the Graphic Design TMC has been fully vetted and closed to further suggestions. We anticipate the Graphic Design TMC's rollout in early September 2016 and concomitant development of the local Merced College Graphic Design AA-T. Art enjoyed nineteen successful graduates in 2016 between the local AA and new Studio Arts AA-T--we look forward to increasing the amount of students achieving their artistic goals with the new Graphic Design AA-T which will produce even more graduates for Merced College in a high-demand field.

4. Faculty/Staff Involvement

The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

- with others in my program/department during meetings (i.e. cohort, area, department meetings, small groups etc.)
- during on-campus workshops (i.e. flex workshops)
- over email
- with colleagues from outside the district
- with my dean and/or colleagues in my division

Other

No dialogue occurred

List Faculty/Staff involved in the assessment in the table below. To add rows select **Insert Item**.

<i>Name</i>	<i>Participation</i>
All High School Digital Art teachers at Merced, Buhach, Golden Valley and El Capitan	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor
ROP advisory meeting 2-25-16	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor
EPIC High School State Standards alignment session 6-14-16	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor
FDIG Statewide Graphic Design TMC vetting process	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor
Digital Media "Doing What Matters" initiative participants	

- Program Review Author
- Discussion Participant
- Data Contributor

II. Assessment Summary

4. Please provide a status update of all course SLO assessments.

List the dates of the last two assessment reports, starting with the most recent. (Dates must be within the last five years.)

<i>Course Number</i>	<i>Previous Assessment</i>	<i>Next Planned Assessment</i>	<i>Contact Faculty</i>
ARTD 40A	2011-12 and 2014-15	2017-18	A. Perlin, CAT
ARTD 40B	2012-13 and 2014-15	2017-18	A. Perlin, CAT
ARTD 41A	2011-12 and 2014-15	2017-18	A. Perlin, CAT
ARTD 41B	2011-12 and 2014-15	2017-18	A. Perlin, CAT
ARTD 42A	2015-16 (first time ever taught)	2018-19	A. Perlin, CAT
ARTD 42B	never taught	whenever taught	A. Perlin, CAT
ARTD 45A	2012-13 and 2015-16	2018-19	A. Perlin, CAT
ARTD 45B	never taught	whenever taught	A. Perlin, CAT

5. Means of Assessment

List the program SLO/SAO in the space below.

Program SLO or SAO

Analyze technical and current cultural approaches along with historical artistic underpinnings while utilizing computers, peripherals, screen-based media, the Internet and digital media tools to create digital art.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Surveys generated when Melissa Ward was the first SLO coordinator for Merced College and prior to accreditation consultant Matthew Lee's GAP analysis suggestion to forego the indirect method of analysis through surveys. ssessionment method. (i.e. surveys, interviews or focus groups)

Benchmark Met

Program SLO or SAO

Demonstrate an awareness of the techniques and visual thinking skills involved in a variety of still and time-based digital art forms.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
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Other

Surveys generated when Melissa Ward was the first SLO coordinator for Merced College and prior to accreditation consultant Matthew Lee's GAP analysis suggestion to forego the indirect method of analysis through surveys.

Benchmark Met

Program SLO or SAO

Appraise digital art industry trends and the relative merits and formal qualities of print and multimedia formats.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
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Benchmark Met

6. **Assessment Data and Results for each PLO/SAO**

Benchmark: A measurable target that addresses all SLOs as well as the goals of the art program.

Eighty to ninety percent of all students will pass the course assessment tool that represents mastery of the SLOs with a minimum of eighty percent (with the assessment tool encompassing all of the SLOs for the course). I fastidiously produce a chart which connects the larger Program SLOs to each course-level SLO when fulfilling each course-level SLO assessment.

See an example of course-level to program level mapping for Digital Art at the following link: <https://tinyurl.com/jy23fel>

7. **Analysis and Interpretation of Results for each PLO/SAO (include benchmarks)**

Our extraordinary success in achieving Art success and retention rates which outpace district averages buttress the commensurate high-level of SLO mastery in course-level performance. Benchmark numbers unfolded in the previous assessment data query as contextualized through each PLO/SLO.

8. **Do your program outcomes represent learning appropriate to the standards of your discipline or profession? (*This may not apply to all service areas.*)**

Faculty expend a great deal of effort availing ourselves of every possible UC-TCA and CSU transfer designation, advisory committee, high school digital art advice session, epic framework meeting, and sundry additional discursive methods to ensure fluency in upholding relevant PLOs for Digital Art.

9. **Plans for Improvement**

We're achieving sustainable and authentic means of SLO and PLO analysis--now we look forward to upholding our high standards with continual fluency through additional IPRSLOAC knowledge gained by having been a CAT for five years now and fulfilling the same role in the future.

Program Review Data:

To view the relevant data for the following questions select the link below, log into the MC4MePortal, then choose your area.

Instructional Program Review Data

10. What trends, if any did you identify in

a. student demographics for your program compared to the district?

Digital Art students encompass a broad-spectrum of ages due to the discipline's ability to support career, transfer, passion, and personal goals. Young people and older students alike remain committed to honing their digital art knowledge, with many enrollees actively balancing their freelance digital art work which brings them income while taking classes and progressing through the Merced College art department. Students in the twenty to twenty-four year age range represent the most promising rise in enrollment and area for expansion by exceeding MC district averages for the 20-24 year old age bracket. Gender trends along district averages with female enrollment outpacing male counterparts, which represents the presiding trend in college education nationwide. Female enrollment now stands at nearly sixty percent of the program. Previously, 2011-12 marked the highest year for female enrollment when women accounted for over sixty percent of all art students. We'll look in future program reviews to see if the predictive trend posits similarly high female to male ratios in forthcoming cycles. Ethnically diverse students remain on-par with district averages in the Art discipline with similar proportions of African-American, Filipino, Hispanic, and Multi-ethnic students. Conversely, White, Non-Hispanic students trend beneath the Merced College district average. The program's demographic trends directly mirror the growing youthful age bracket which represents a more diverse forthcoming generational shift.

b. instructional demographics for your program compared to the district?

Student course completion rates and course success rates exceed district averages from year-to-year which suggests students' underlying passion for the arts. Perlin sought additional contextual analysis from the Clearinghouse database which suggests that Art success and completion rates tend to average a few percentage points above the district count due to students transferring on to complete their artistic studies at other colleges due to the new Art AA-T. Fortunately, Art continues to award record numbers of AA and AA-T degrees and enjoyed a graduation rate of forty-eight AA degrees and AA-T awards since 2012 with nineteen degrees awarded in 2016 alone. Staffing remains entirely dependent on the two full-time Art faculty members and one full-time Digital Art faculty member since the yearly requests to fulfill Jamey Brzezinski's full-time replacement position since his 2012 retirement remain ranked near the bottom at the Faculty Hiring Committee session on an annual basis. Class fill rates and head counts unanimously improve from year to year due to the previously stated data culled from the Clearinghouse resource which suggests that two-hundred and fifty students chose to continue their artistic studies at other college institutions after taking the core Art/Digital Art classes at Merced College. Fortunately, the high amount of Art students transferring on showcases that the discipline holds great appeal amongst the young enrollees who represent the biggest demographic.

11. Are there any factors influencing the student access to services/programs?

Similar to Music and Theater, we continually negotiate disproportionate demands on limited faculty members in small disciplines which relays the crucial fact that Art assessment remains entirely upheld with outcome analysis fulfillment facilitated through Benhissen and Perlin's role as the Area 5 Cohort B CATs.

III. Planning Summary

Remember to attach your goals sheet(s) in the Attachments section below. Please click here: [An example of a template](#) for an example of a template to use for recording your program goals.



Or for **the LRC, AV, or ITS** click on the link below to add your goals:

12. Have there been any internal/external changes to this program/department which have had a significant impact on

the program's goals and/or effectiveness? If so, please explain.

All Art, Music, Photo, Theater and related disciplines underwent cut-backs in recent years owing to limitations under the new "Family" designation. Therefore, we're unable to offer students as many experiences in previously repeatable courses which necessitated a demanding curriculum overhaul. Perlin wrote each Digital Art course to gain acceptance for UC-TCA and CSU GE-Breadth status, including Merced College's first ever Intermediate-level art class to qualify for UC-transfer status. Each Digital Art class with a relevant descriptor now perfectly aligns to the C-ID within the still developing CSU to CC course alignment effort. Digital Art also stands in excellent shape with outcome assessment and leads the way in sustainable and authentic assessment. All of the Digital Art classes which have been placed on the actively offered Schedule of Classes with regularity in recent years have experienced two full SLO assessments--a rarity and exemplary effort as the college currently only has about twenty-eight percent fidelity in fulfilling multiple ongoing assessments in a five-year timespan.

Resource Allocation

- Complete the table for each resource request. Please rank in order of priority according to your program assessment results.

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
Outfit Digital art lab with Macs	<p>Outcomes/Goals</p> <input type="text"/> <p>Institutional SLOs</p> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input checked="" type="checkbox"/> Personal Development	<input checked="" type="checkbox"/> Safety <input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input checked="" type="checkbox"/> Grow Program	Macs and PCs possess fundamental irreconcilable differences in OS features.
Acquire a modern projection system for the Digital Art lab with sufficient	<p>Outcomes/Goals</p> <input type="text"/> <p>Institutional SLOs</p> <input checked="" type="checkbox"/> Communication		Current projector remains incompatible with technology in-place--the campus is moving towards high definition displays to ensure Strategic Planning Goal 3--Enhance technology and systems integration.

capability to utilize the high definition technology already in-place (which AV plans to actively support as showcased in Lesher 108) –all items are completely compatible with the physical infrastructure already in the lab

- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Submit the proposal for Digital Art to qualify for Strong Workforce CTE status and receive funding under the brand-new \$200+ million CTE statewide initiative

Outcomes/Goals

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Merced College received an August 5, 2016 Strong Workforce allocation of \$832,791 per the August 5th, 2016 Chancellor's Office letter

Acquire a letterpress to support Art and Graphic Art classes— Vandercook

Outcomes/Goals

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

Vandercook is the industry standard and utilized at many community colleges throughout California

- Safety
- Compliance
- Maintain Program
- Grow Program

Webcams compatible with each of the Digital art lab computers

Outcomes/Goals

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Facilitate students learning Adobe's recently unveiled Character Animator subset of AfterEffects

Smudgeguard gloves to interface with touch responsive surfaces

Outcomes/Goals

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Strategic Planning Goals:
 1. Assure student access and success.
 3. Enhance technology and systems integration.
 5. Promote a Sustainable, Supportive, and Safe Learning Environment.

Outcomes/Goals

Notebook stands to support additional enrollment by making it conducive to utilize laptops in the Digital Art lab

- Institutional SLOs**
- Communication
 - Computation
 - Cognition
 - Global Consciousness
 - Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Strategic Planning Goals:

1. Assure student access and success.
3. Enhance technology and systems integration.
5. Promote a Sustainable, Supportive, and Safe Learning Environment.

Wifi access in the Art department

- Outcomes/Goals**
i.e. PLO A and B, or Goal 1 and 2
- Institutional SLOs**
- Communication
 - Computation
 - Cognition
 - Global Consciousness
 - Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Strategic Planning Goals:

1. Assure student access and success.
2. Improve communication throughout the district.
3. Enhance technology and systems integration.
4. Partner with the community.
5. Promote a Sustainable, Supportive, and Safe Learning Environment.

Paper and ink for Digital Art lab classroom usage and to allow for further outreach efforts to non-traditional student populations and to interface with our local high schools during on-site MC

- Outcomes/Goals**
- Institutional SLOs**
- Communication
 - Computation
 - Cognition
 - Global Consciousness
 - Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Strategic Planning Goals:

1. Assure student access and success.
2. Improve communication throughout the district.
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visits

Desk mat for the Digital Art lab podium

Outcomes/Goals

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Strategic Planning Goals:

1. Assure student access and success.
3. Enhance technology and systems integration.
5. Promote a Sustainable, Supportive, and Safe Learning Environment.

13. Were any of your resource allocation requests fulfilled in the last year? YES NO N/A

- If yes, explain why the item was needed, how it affected student success and how you measured student success related to the requested resource.

14. How is your program leveraging other resources?

The Digital Art discipline benefits from faculty's stalwart effort to continually innovate and lead Merced College into the 21st century with technological fluency by sharing the sole Digital Art lab. Perlin collaborates at-least five-times per year with all area high schools and Digital Art teachers through a multiplicity of activities such as outreach days, campus tours, advisory meetings, high school visits, the list goes on...

15. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Please continue to subscribe to ArtStor on our behalf as the students utilize the service through the MC Library. We're appreciative of all of your resources such as books, computer access, etc.

IV. Additional Information

16. Is there anything else you would like to be considered in the annual planning document?

The annual planning document should include a section to state the status of replacement faculty hiring request proposals.

Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.
To attach multiple files select Insert Item.



Art Clearinghouse data Perlin
15_16.xlsx
Microsoft Excel Worksheet
39.9 KB



digital_media_job_openings_6
6_percent_of_new_positions_
statewide.png
PNG image
152 KB



strong_workforce_CTE_local_f
unding_priority.png
PNG image
92.0 KB



central_valley_job_growth.png
PNG image
416 KB

V. Document Evaluation

Self - Evaluation of Program Review

Please perform a self-evaluation of the completed annual program review using the criteria for proficiency below. The purpose of the self-evaluation is to improve the quality of program review reports.

Criteria for Proficiency in Program Outcomes Assessment

Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

3 - Assessment procedure completely and succinctly described, with clear examples of each step.

2. Assessment Data and Results

3 - Readily apparent how reported results provide information about student success on the stated outcome.

3. Analysis and Interpretation of Results

3 - Succinct analysis and reflection on the results is provided. Conclusions from collaboration and consensus by appropriate stakeholders.

4. Plans for Improvement

3 - Actionable and insightful plans for improvement are provided; Clearly responsive to specific needs identified in report analysis and interpretation of assessment results.

Process Evaluation

Please provide feedback to the Office of Institutional Effectiveness regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful or useful to you?

Please design the form to allow us greater visibility for the inputted text--we now must endlessly side-scroll to view content.

2. What difficulties (if any) did you experience in completing the program review?

Inability to save the Program Review which we originally submitted as a draft in February now that the due date has rolled around. Certain form fields and check boxes remain inaccessible since we aren't able to alter the layer stacking order.

3. What resources (if any) would make the review easier to complete?

Allow us to simplify and work in a text-based program once more or in Acrobat--avoid Infopath and CurricUNET.

4. Do you have further comments or suggestions?

Once complete, submit by choosing one of the options below:

For All other programs:

Select your COHORT from the list below:

Visual Arts

MAKE SURE TO SAVE YOUR COMPLETED FORM BEFORE SUBMITTING FOR REVIEW: