

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Digital Art & Animation program (previously Multimedia Art & Technology) trains students in the disciplines of web design, graphic design, digital imaging, and 3D animation. The department faculty all come from industry and have a combined 70+ years of experience in their respective disciplines, bringing real-world experience into the classroom for the benefit of the students.

Current challenges include enrollment issues, class cancellations, and gaps in course offering content. Opportunities exist for expanding the range of material taught and additional specific promotion of department.

Action plan includes keeping existing curriculum current using advisory board recommendations, revising or expanding course offerings as tools and techniques in industry change, and faculty engaging in trade shows, conferences, and outside training to keep skills current with industry demands in order to teach those skills to our students.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Career Technical

Transfer

Lifelong Learning

Mission Statement:

Digital Art & Animation trains students in the skills they need to pursue careers as graphic designers, web developers, and 3d artists/game designers. The program strives to teach and guide students to produce work of a quality that is equivalent to that produced by entry-level artists and designers in the specified fields. We serve certificate and degree earners, transfer-bound students, and returning students looking to improve their skills.

Suggested Follow Ups

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

We are actively working with our feeder high schools to align curriculum between our campuses in order to create a pathway from the SUHD schools to Cañada. Discussions are ongoing as time permits. Expected changes are students will arrive at Cañada already having completed introductory level courses in our discipline and will be ready to move on to the advanced courses, leading to faster certificate/degree completion and/or transfer to four-year institutions.

As four-year institutions develop new curricular standards, we incorporate any necessary changes into our curriculum development. For example, certain UCs are creating standards for Digital Art classes which will be incorporated into our curriculum once they are finished deciding what those standards are.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

I. Employment needs: Increased demand in user interface/user experience positions necessitated adding a UI/UX class to the curriculum (applies to all sub-disciplines in the department) and requires constant slight adjustments to align with the fast-changing field. Ongoing demand for animation/game artists continues to fuel enrollment for the video game design program. Demand for front-end web developers has weakened somewhat, requiring us to gear up for curriculum changes in the next cycle (fall 2017), including aligning more closely with CSM's web design offerings.

II. Technology Needs: It is vitally important that our labs and classrooms have appropriate and relatively new computers and software so as to keep our students up-to-date in these current technologies.

III. Licensing: Maya is now free; Creative Cloud causes licensing problems because they don't seem to have a set institutional licensing program.

Advisory board meetings happen in late November/early December for the Fall semester, and late April/early May for the Spring semester.

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3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

Courses in entire program under review and revision constantly by faculty. Some courses restructured and resent to curriculum committee. New courses being developed and offered to answer changing needs of industry and growth of department. After adding a new UI/UX class (now in its third offering), as well as the transition of the Drawing for Animation class (MART416) from the art department to the Multimedia department, we created an entirely new Coding for Designers and Artists class (MART385) that will help prepare students for the more technical jobs in the current economy. We also transformed an old color management for printing class into a much more relevant Color Management and Theory (MART366) which includes both basic color theory and a uniquely digital approach.

Curriculum as a whole is constantly reviewed for relevance to employer needs and current industry practice, with additions and changes made to course descriptions and content as recommended by advisory board. A district-wide focus group convened in Spring of 2014 reinforced what our own advisory board recommends, primarily because a majority of the industry specialists brought in for the focus group have been provided by Cañada faculty.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

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Response Detail

No Response Information to Display

Narrative

1. Program Context - Articulation: Expand on 4-yr colleges

Where applicable, we have made every effort to articulate with 4-year colleges. In particular, certain CSUs are working on Multimedia/Digital Art curriculum development which will allow other schools such as ourselves to use the same basis for our classes that they use for theirs. Then, those will be able to be articulated with a streamlined process. This is also going to be true of some graduate-level classes in the UC system. This information came as a result of participating in CSM's advisory board meeting where there were people from 4-year colleges discussing this articulation. To facilitate matters, we're going to follow CSM's lead when it comes to incorporating these curricular pathways and facilitating articulation with our CSU and UC schools. This has not yet been finalized by the other schools, but when it is, we are anxious to get on board.

2. Current State of the Program - Observation: Not Applicable

3. Current State of the Program - Evaluation: Address suggested changes that in your opinion could improve student success.

Student feedback is crucial to understanding what factors contribute to student success (and student failure). One factor which is always brought up by students who are exploring questions of why they succeeded and others failed is that they were able to make a connection to one or more teachers, staff or administration that helped them feel welcomed and valued. So, we as faculty strive to make every student feel valued by being accessible and reaching out to them personally. For example, my students are given access to my personal cell phone number so they can text me at any time if they have need. Very very few have misused this right, but it allows them to communicate things like "I'm going to be late to class" or "I'm sick and can't come in today". This may not seem like much, but a 'feel better' or 'if you can stay after class, I'll help you catch up on what you missed' can be the difference between a student who works hard to catch up missed work and a student who falls behind and ultimately stops showing up entirely. While there are many factors we don't have control over in a student's life, we can at least make it clear that they can always come and talk to us and we are here to support them.

4. SLO Assessment A: Current TracDat report not provided

I'm sorry, I have no idea how to create a TracDat report

5. SLO Assessment B: Provide evidence of impact on student learning

We constantly strive to keep our SLOs in alignment with industry needs. Therefore, increasing student success means making sure that they are well equipped for the current job market. However, if students fail to turn in assignments, it lowers student success. If we were able to count only the students who turned in assignments used as the basis of SLO assessment, then we would have a better indication of if students were actually grasping the material. As it is, if a particular SLO assessment has a 70% success rate, that could be because 100% of the students who turned it in succeeded at the assessment, but 30% of the students didn't turn it in. The next semester the class is taught, the same SLO might be assessed at a 80% success rate, but it could be because 100% of the students turned it in, but only 80% of those succeeded at the goal of the assessment. In the first instance, 100% of the students who participated were able to demonstrate success, but only 80% of the students in the second instance were. Yet, the second assessment would appear to be more successful than the first. It's a bit of a conundrum when trying to decide how best to make plans to improve student learning and outcomes.

6. Funding: Further explanation and alignment with the college plan are needed

With the advent of the Strong Workforce funds, the state in general and our community in particular have stated unequivocally that CTE is a vitally important aspect of education. While we have great teachers and technology, none of that does any good if students aren't aware we exist, so marketing is vital both to us in terms of making sure our classes fill and run, and to our potential students so that they are aware they can learn the same skills here that they could learn in a for-profit environment for a fraction of the cost. This is absolutely in alignment with the goals of the college plan.

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

TBA

Below is the old one and I have no idea where this even comes from for the new one. @_@

Recommendations:

1. Curriculum Offerings: There are SLOs for most courses, but some are missing. There are assessment strategies for some courses but no action plans.

Response: We could not find any SLOs that were missing, and we checked all courses. Please provide course numbers and we will be happy to review. Assessment strategies and action plans were reviewed and updates are in the process of being implemented.

2. Program Level Data: Mart/Interior/Fashion are combined as one program. While Fashion and Interior are moving ahead with assessments and action, Mart still needs to identify assessment and action.

Response: MART, Interior Design, and Fashion Design/Merchandising are not combined as one program. The faculty from these three separate, distinct programs collaborated on creating program SLOs due to the similar goals of our individual programs.

Tracdat is being updated with assessments and actions as appropriate

3. Action Plan: Action planning is evident in the request for equipment that would help students work in groups and learn soft skills.

Response: N/A

4. The demands on this technical/workforce programs are high. Currency in software and workplace needs creates a heavy workload for faculty. Requests are supported thoughtfully.

Response: N/A

4b. Reassign time to collaborate with industry requested and justified.

Response: No reassign time received beyond program coordinator's 3 units of release, currently being reviewed.

4c. N/A

4d. Equipment and supply requests are justified and would support student learning.

Response: Still waiting for funds to arrive to purchase approved equipment.

4e. N/A

Other/General Comments: Well written report and justified requests.

Response: Thanks

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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Response Detail

No Response Information to Display

Narrative

TBA

Below is the old one.

Over the last two years the computers, peripherals, and miscellaneous equipment (for example, greenscreen, lighting equipment) has been fully updated and deployed into the studios. Impact for program and students is that students can work more efficiently and effectively since equipment limitations don't bog down recent release software. Upgraded equipment also demonstrates to current and potential students that program is serious about staying on the cutting edge, meaning they will be getting training in the latest equipment and software techniques, along with theory and general technique.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There have been no recent staffing changes.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Headcount

11/12 378

12/13 354

13/14 321

14/15 316

15/16 382* Highest Annual Unique Headcount on record - college as a whole was down slightly to 11,344 from 11,368

FA15 had highest unique headcount by semester with 226

SP16 had highest unique headcount by semester with 230

The highest change was in the 'under 18' category, with an increase of 40 from the 2014/2015 school year to the 2015/2016 school year, nearly doubling previous enrollment from 52 to 92 unique students. The school as a whole gained 75 under-18 students during the same period, going from 882 to 957. So, under 18 students make up almost 8.5% of the school as a whole and 24% of MART enrollments.

FTES

11/1293.77

12/1393.81

13/1479.16

14/1589.82

15/1686.06 (down slightly from the previous year, but in excess of the low during 13/14 year

Load

11/12544

12/13506

13/14469

14/15590

15/16 542 (also down slightly from previous year but in excess of the low during 13/14)

Productivity by Courses by Semester

How have enrollments changed?

Day classes maintain slightly over 80% fill rates (3 separate years we had 83% fill rate in the day classes), Night classes vary between about 60-70% fill rate. This is partially the result of moving more intro-level classes to the daytime where concurrent enrollment students are generally more able to take the classes. This also ties into the boost of enrollments among the under-18 age group. It may be worth noting that night classes tend to be the upper level classes, and generally they have more problems with enrollment. Also, we fight to keep those open because they also tend to be the ones that are necessary for students to graduate, so they are often allowed to run with lower enrollments. If the daytime introductory level classes are low enrolled, they tend to be canceled because they are pretty much guaranteed to be offered again the next semester whereas most upper levels are once a year already.

One very important thing to note is that in many of our upper-level classes, we have a cap of 24 students in the class, which means we are required to have an 83% fill rate just to keep them from being cancelled. A more normal class with 35 possible students only requires a 57% fill rate to be able to run. Although the board has made clear the criteria by which a class may run below 20 students, every semester we have to fight to keep our classes open. We are a small department, but we make it so our students can't even graduate by cancelling classes that are already only offered once a year more than two times in a row. If we tell students that they can expect to finish in two years, then required classes MUST be offered at least once every two years. Additionally, the only way we can graduate students in this circumstance is to make professors take on Independent Studies so that the students can complete their degrees. These classes are not compensated, nor do they count for Load. It is particularly troublesome when a class is cancelled and a professor is therefore under Load, that the same professor is then expected to help the student graduate, even though if the class had NOT been cancelled then the professor would not be under Load and the student would be able to graduate.

Imagine, if you will, that someone is working a job and is sent home from that job because 'there is not enough work for you'. Imagine now, how that person might respond if their boss called them at home, where they are not being paid and perhaps even had to take a second job to avoid being homeless, and asked them to just go ahead and work anyway, even though they wouldn't be paid for it because they'd been sent home because there wasn't enough for them to do. In what other profession would you possibly expect someone to do the work for free that the paid job had been taken from them in the first place? Oh, of course, education. Because we actually care about our students and desperately want them to be able to succeed. However, after a few years of this happening on a regular basis, it becomes obvious that this is not a flaw, this is actually the PLAN. The college gets work for FREE, against all bounds of reasonable expectation, because professors care that much about their students that they are willing to spend numerous hours helping their students graduate while simultaneously having money taken from their own pockets for the classes that were cancelled. But of course you can't complain about it because 'you volunteered'. One student pointed out that she was paying over \$1,000 as an international student for the Independent Study class she was taking and was shocked that the professor got ZERO for it.

Many of the articulation pathways that we've been working on with high schools actually give students a means to NOT have to take our classes at all, which seems counterproductive. If it were a means of making sure they are steered into our upper level classes, it might be worthwhile. However, it seems nonintuitive that so many of these articulations would offer the college credit that would allow the student to skip our classes entirely while still getting credit that transfers to four-year schools. Meanwhile, the students who DO come and take our introductory level classes find that they aren't able to take the upper-level classes because of lack of enrollment. The current pathways are obviously not working as students are skipping the introductory level classes thanks to articulation with local high schools, but are not proceeding to the upper level classes as a result. This should lead to a reassessment of our use of pathways, because it currently looks as if we basically being a pass-through for students to get credit at four-year institutions without actually taking any of our classes.

It is unconscionable that students should cheerfully pay \$5,000 for the same class we offer for \$150. These classes have the same instructor, the same curriculum and the same portfolio pieces at the end. With the arts, employers are much more interested in a portfolio than in the name of the school where the student studied. The only possible explanation is that students are not aware we exist. I can't count how many times I've had to explain that no, we're not in Canada, we're in Redwood City. In Digital Art & Animation we spend numerous weekends every single semester manning booths and attending conferences and conventions to promote our department. However, as we only have two full-time faculty, there are only so many places we can be at one time. Additional marketing and outreach are the only way we can let students know we exist and are here for them. NOT cancelling classes is the only way we can establish a reputation as being a reliable institution that students can reasonably

expect to graduate from in a timely manner.

Suggested Follow Ups

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No Suggested Follow Ups to Display

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?(Access & Completion)

which gaps are most important for improving outcomes in your program?

The equity supplement says that we need an additional 7 Black students to raise our success rate relative to the college total, but we currently have just 13 students total. With a current success rate of 36.8%, that means that 5 of our students are already succeeding and 8 are not. If we have to get 7 out of our 8 Black students to succeed, that seems like an unreasonably high threshold. It means that if more than 1 Black student in the entire program in the entire year drops out or fails for any reason, we fall below the threshold.

How can the college help you address these gaps?

Bring us more Black students. At 3.4%, we actually have slightly higher than the college average of 3.1%. Still, this is not enough to create a sense of community and inclusiveness since we seldom have more than one Black student in a class (although a single Black student may take multiple classes).

what changes could be made?

One thing I would also like to see is the ability to compare apples-to-apples success rates across numerous different metrics.

For example, out of 2 Black male students I had in one class in Fall of 2015, 1 of them was a returning student with numerous other issues which prevented him from succeeding in the classroom, including the fact that he got did not have a means of getting to campus on his own. As a result, I had a 50% success rate for Black males in the class. Do we need to address equity on the basis of his ethnicity, or would it make more sense to address the fact that some students have great difficulty making it onto campus if they do not drive? Addressing issues that most if not all students face such as childcare, health care and transportation will help with the success of students in particular ethnic groups as well.

I have found that one of the best predictors of success of students of any given ethnicity (but particularly those in the minority) is having a sufficient number of students like them in the class so they do not feel so isolated. I've observed, for example, that if you have at least 5 Latino men in a classroom of 20+, they are ALL more likely to succeed. Even if they don't know each other or sit together, their classroom interaction and activity level is higher than in classes where they are a smaller percentage of the overall population. This is consistent with the idea that feeling isolated is one of the factors inhibiting success of students who are in any significant minority (meaning 1 or 2 students in a class of 20-30) in the classroom.

OLD:

1. Progress & Completion:

A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

All data below is from tables from Master effectiveness 13_14 MART.pdf and Master effectiveness 13_14 A_Canada.pdf. There were no numbered tables to cite. Gender observations are based on "Retention and Success by Gender". Day/Evening Class observations are based on "Retention and Success by Day or Evening." Therefore, as it is redundant to say that observations on gender success rates came from the specific table called "Retention and Success by Gender", the reader is kindly requested to note that in each instance, the data came from the data table named "Retention and Success by ...". Overall, it should be noted that it is somewhat difficult to correlate data from PDF as opposed to XLS files, since you can't easily move the rows around to compare and you can't use the functions feature to make the comparisons.

Ethnicity does not tend to be a useful metric for us because our numbers are so low that a single student dropping out has disproportional effect upon success and retention rates. Generally N<20 is statistically insignificant.

With the exception of Spring of 2014, success rates and retention rates seem to be on par with or slightly exceeding college averages. In Spring of 2014, both success and retention dipped slightly, but is still within a couple of points of the college averages.

Examination of trends in student success and retention disaggregated by ethnicity:

The fact that 'unknown' is consistently higher than African American, Filipino, and Native American (and occasionally about the

same as African American, Filipino and Native American combined), means that this data is of limited statistical significance. The absence of 'mixed race' as a choice further diminishes the value of the conclusions which may be drawn from this data.

The last years for which we have data (2013/14) showed a success rate among African American students of 84%, which greatly exceeded the overall college success rate among African American students (56%) and a drastic increase from the abysmal success rates in the 2010-2011 year of 16%. While I would like to think it was the care and attention we have given to improving success rates among our African American students, the fact is that with numbers that rarely exceed 30 students, it is virtually impossible to use statistics in any kind of meaningful way here. Anecdotally, the 2010-2011 year, I happen to know we had two students (sisters) who took several mART classes and dropped out of all of them. Since it shows we had a grand total of 25 African American students that school year, those two students had disproportionate impact.

By contrast, our Hispanic students (who do have a statistically significant population, second behind only white students) tend to have slightly better retention rates overall and slightly worse success rates overall than the college as a whole.

Retention and Success by Gender:

Women tend to succeed at slightly higher than average rates, men tend to succeed at slightly lower rates, unreported tend to succeed at markedly lower rates, but are such a small number of individuals (11 was the highest year, most were single digits) as to be statistically insignificant.

Women's retention is slightly lower than men's, but both tend to be within 5 percentage points of one another.

Retention and Success by age:

Under 18 tends to have the highest retention rate (perhaps because a Middle College student dropping or being dropped likely means that they must return to traditional high school). Their success rate is likewise slightly higher than average. Age 50-59 and 60+ has the widest variance in success rate, possibly because their relatively low numbers mean that individual variability results in higher impact.

Retention and Success by enrollment status:

Continuing Students and Currently K-12 have consistently the highest success rates, with first time students having consistently the lowest success rates (however, the relatively small number of first-time students means that the statistical significance is limited).

Retention and Success by day/evening:

Evening classes tend to have slightly higher retention rates and slightly lower success rates compared to day classes.

Suggested Follow Ups

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No Suggested Follow Ups to Display

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

It is important to note that we do not have any online courses also offered as face-to-face courses, so any comparison would be apples and oranges.

With the exception of the first year (2011/2012) up until the 2015/2016 school year, the difference between success in DE vs non DE success was typically less than 6% and one year DE actually had greater success rates than non DE (2013/2014). The most recent year of record, however, DE success dropped to almost 15% lower than non DE, while the number of students enrolled in DE did not change significantly over that whole time.

Previous:

We do not have a significant number of online classes and do not have any online classes which are also offered as face-to-face courses with which to compare.

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9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

SLOs are systematically assessed and updated as appropriate through the process of course update/revision. For CTE, this means they get reviewed every 2 years instead of every 4 years.

For our program specifically, all our SLOs have been reviewed and revised as appropriate during the curriculum review, which required all of our courses to be resubmitted to the curriculum committee during the 2015-2016 academic year.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Full-time faculty and Department Coordinator frequently discuss SLO changes and updates as part of curriculum review and as advised by our Advisory Board.

Some of the improvements in courses have been in making SLOs more relevant to the jobs which exist in our area in our fields. Student learning has been improved by changes in teaching by focusing more on the principles than the specific tools. For example, although we still use Adobe Flash as the basis of our 2d animation class, we have adjusted the SLOs to reflect a more general understanding of 2D art. Previously one of the learning outcomes (SLO 2) was the production of a webpage using entirely Flash. That is outdated now, and it was changed to: Create non-linear artistic presentations through the integration of basic programming (Actionscript) into their Flash movies. This is far more applicable to the current job market.

Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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Narrative

All graduating MART students are required to take MART 390. In the class, students prepare (among other materials) a portfolio or demo reel of their work containing representative samples of advanced work in their particular discipline (digital photography, graphic design, web design, 3D animation, etc). Then, in a mock interview setting, the student must present their work, describe their work process and experience, and answer questions about design-specific elements found in their portfolios. Demonstration of written mastery of the PLO is accomplished through resume and cover letter writing, as well as a written report describing a required informational interview with a professional in the student's field of study.

Suggested Follow Ups

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No Suggested Follow Ups to Display