

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: Applied Art & Design

Date Submitted: March 6, 2018

Submitted By: Tom Fillebrown, Natalie Rishe

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Applied Art and Design Program is a focused course of study in design fundamentals, creative problem solving processes, visual communication and the development of technical proficiency in digital media.

We serve a diverse population of students preparing for job entry in the fields of Graphic Design (print and logo design, page layout, and publishing), Illustration (digital and traditional), and Digital Media (Web Design, Video, Animation, 3D modeling) through Certificate and AA/AS Degrees and for transfer to four-year programs in related fields. In addition, we offer smaller, stackable Skills Certificates with a wide variety of foci that can help students in meeting milestone goals along the way.

We provide retraining and updating of skills in digital media for working professionals; our program expands the media offerings in the fine arts; and embraces the opportunities for exploration of digital media and lifelong learning.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.” [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

The Applied Art & Design departmental mission supports and aligns with the district's mission by training our diverse student population for career and labor market positions, awarding degrees and certificates, and providing transfer opportunities. Our program is housed under the CTE umbrella, which ensures that our diverse population of students are trained for industry opportunities through our degree and certificate programs in Graphic Design, Digital Media, Video, Web and Illustration, and also for successful entry into Bachelor of Arts programs at four-year institutions.

Applied Art & Design has always emphasized the breadth required to be successful in all design, illustration and digital media fields and frame our program outcomes in line with Sierra's ISLO learning outcomes.

Communication: The AAD program provides opportunities for students to update knowledge and skills, refine their design and critical thinking abilities, and develop a process for self-educating as part of our commitment to life-long learning. In addition to our focus on training Graphic and Digital Media Designers and Illustrators, we believe strongly in the general education component of our program.

Our society is media-driven, therefore developing and enhancing skills in various methods of communication is clearly a critical undertaking. Our courses enhance visual intelligence through learning how to “read” image-based messaging, as found specifically in the AAD 12: Visual Communication course. In addition to reading images, students are also taught to produce messaging and communication that is clear in intent, whether by creating storyboards and scripts, or brand packages and creative collateral, or interactive web interfaces that anticipate and respond to user input. Throughout the development process, students engage in a number of communication approaches based on visual, verbal, written and interpersonal communication: creating visual messages, testing them with an audience through presentation, receiving feedback via critique, and responding accordingly with revisions.

Technology and Information Competency: AAD has a two-fold educational mandate—to offer training in software and computer-based design, and more importantly, to provide a broader set of proficiencies to build creative problem-solving skills. A learned technology, to be used effectively, requires the understanding of how to access information, analyze its value and formulate an outcome that solves the problem. AAD teaches that technology and information competency go hand in hand when engaging in creative work and building a successful career.

Critical and Creative Thinking: As noted above, AAD realizes that these two abilities are critical for students, regardless of the field of study. The framework of our course offerings requires that students learn the basics of these skill acquisitions. Curriculum is project-based and the students learn **Inquiry** when required to research material for a design assignment, they **Analyze** the requirements of the design problem and how best to resolve them successfully, then **Problem Solve** through completion of the projects, and learn to **Express** the outcome by giving and receiving feedback through critique.

Citizenship:

Ethics: The Applied Art & Design Program outcome, PLSO F, states: *Legal Issues, “Demonstrate knowledge of the key principles of copyright, fair use, public domain and the use of appropriated images and content in design projects”* which addresses Copyright & Plagiarism in the field of design and visual media and is emphasized in every course at every level.

Diversity, Sustainability and Personal Responsibility are addressed through projects such as designing posters and making videos to promote Mental Health Awareness and stigma reduction (in conjunction with the Health Center staff), Earth Day, People & Cultures Day, Love Your Body Week, One Billion Rising (video and editing of the documentation of the event by students and faculty), as well as many others.

In addition, students are asked to address a diverse audience each time they are faced with a new creative design project by working from a position of empathy, which aids in the drafting of a design solution that will reach intended audiences and resonate with them. This empathetic training and perspective promotes and supports diversity mindfulness.

1c) Program offerings align with which of the following mission categories; check all that apply:

X. Transfer X Career Technical Education
Basic Skills X Personal Development/Enrichment X Lifelong Learning

1d) Please analyze your department's performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Degrees and Certificates:

During the 2016-2018 academic years, Applied Art & Design Department awarded 124 AA/AS degrees and 29 certificates in Graphic Design, and 42 AA/AS degrees and 4 certificates in Multimedia/Digital Media. In addition, the AAD program awarded a total of 65 skills certificates.

Unfortunately, these numbers do not accurately reflect the impact that the Applied Art & Design Program has on its students. As with many CTE programs, students often "job out" or attend intermittently for industry retraining or adding new skills, e.g. updating software skills in Graphic Design, Web design and/or Video production. While these students have no interest in, or need for, a degree or certificate, they are still able to gain valuable skills enabling them to be more successful in the constantly changing design technologies and visual communications labor market.

Strong Workforce Award:

In March of 2018, Applied Art & Design was awarded Strong Workforce Bronze Star for an increase in earnings by 51% in the Graphic Design program because of outstanding post-college outcomes in employment, earnings gains, and regional living wages, based on LaunchBoard data.

Job placement or labor market information for your program's awards and licenses:

The Applied Art & Design program addresses labor market demand in several areas of Multimedia design, including: Web Design, Video Editing and Production, Animation, and 3D Modeling. In addition, the AAD program addresses labor market demand in several areas of Graphic Design, including: Book and Magazine Publishing, Advertising, Illustration, Digital Photo Imaging and Branding.

In all areas of the AAD program focus, employment opportunities look very encouraging over the next 10 years (2016-2026). According to labor market data available on California, found at labormarketinfo.edd.ca.gov/, the following growth in employment numbers are anticipated:

Web Developers: The number of positions is expected to grow from 27,800 to 33,700 in California, with a net gain of 5,900 new jobs in the field. This is a 21% increase and is listed as a "bright outlook" on ONET.org. The median yearly salary is listed at \$75,570.- In the Sacramento region, there is an expected 46% increase in available positions over the same time period.

Multimedia – Artists & Animators: The number of positions is expected to grow from 26,900 to 29,500, with a net gain of 2600 new jobs in these fields housed in California. The median annual

salary for these positions is \$82,263 .In the Sacramento region, the projected jobs growth during the same period is listed with a 17% positive change.

Film and Video Editors: The number of positions is expected to grow from 16,200 to 17,200, with a net gain of 1000 new jobs in these fields housed in California. The median annual salary for these positions is \$72,790. In the Sacramento region, the projected jobs growth is not available.

Graphic Design: The number of positions is expected to grow from 36,800 to 39,400, with a net gain of 2600 new jobs in the field. The median annual salary for these positions is \$54,460. In the Sacramento region, there is an expected 15% increase in available positions over the same time period.

The contribution your program makes to student transfer:

As of the date of this report, there is no official AAT for Transfer for Graphic Design and Digital Media programs state wide. Therefore numbers are not available.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Student equity and success: Applied art & Design works in many areas to ensure student equity and success: the addition of Pass/Peer tutors – embedded in classes and in our student design lab; steady increase in Dual Enrollment offerings in the high schools, creating student pathways to college; access to our Foyer Lab, a design lab in our building with computer workstations for students to utilize outside of class; using the LRC resources for storing textbooks in the library reserves; connecting students to the Mac computes in the LRC with Adobe software for students to work outside of class; using CTE funds to buy cameras and video equipment for students to check out and use in class projects; holding an annual Student Advisory Committee meeting, where current and former students meet with AAD faculty to provide feedback on the program, how it prepared them for the workforce or transfer and offering suggestions for improvement and changes. These meetings have led to course development and curriculum changes; any other campus committees or needs we're serving?

Campus Climate and cultural enrichment:

OH2 Event – Applied Art & Design and Photography continue to hold their annual Open House event, celebrated each Spring with 2019 marking 11 years of showcasing student work. The OH2 open house includes printed and on-screen presentations representing every student in each program. The OH2 event is well attended by Sierra College students, their families, and faculty, as well as members of the greater Sierra College community. High school students, families and teachers also attend the yearly event to learn more about our programs and the campus community.

The AAD program has staffed intern and student employment positions in the Marketing Department on campus, Hacker Lab and numerous off campus locations. These students have been able to both benefit that department, as well as gain invaluable skills and experience in a work environment.

Students from the AAD program are highly involved in the promotion of campus events, such as designing posters and making videos to promote Mental Health Awareness and stigma reduction (in conjunction with the Health Center staff), as well as for campus events, such as Earth Day, People & Cultures Day, Love Your Body Week, One Billion Rising (video and editing of the documentation of the event by students and faculty), and many others.

Publication of the Sierra Journal, a juried selection of student work in Literature, Art, Photography and Digital Design, resumed in the Spring 2018 semester after a four-year hiatus. AAD students in the Publication Design 2 class collaborated with English students in the selecting, editing, designing and

publishing of a 70-page book. A new framework has been developed to insure that the Sierra Journal will resume its historical annual publication.

In the Fall 2017 semester, AAD Professor Fillebrown exhibited his paintings in the Ridley Gallery in a two-person show with Anthony Maki Gill (multimedia and ceramic artist, and also a Technical Assistant for the Sierra Art Department). Artist discussions were also held with classes and the public.

Professor Tom Fillebrown continues to serve on the Ridley Gallery selection committee and creates the show announcement posters and mailing cards.

Faculty members have curated student exhibitions in several campus galleries, including Uppercase Gallery, Starewell Gallery, and the Hunjo Gallery.

Community ties and service: AAD contributes to regional community- at-large in the following ways:

Angelina Coughlin is the director, student internship supervisor, and key interviewer for the Spectrum Committee's Oral History Project with Johnnie Terry, which is truly a legacy project supporting LGBTIQ history and the Spectrum Committee's goals.

AAD has participated in the new Promise Events, hosting high-school students in a workshop environment.

AAD participates annually in the Mini-Maker Faire held on campus each Fall. Each year the program has developed a design-related theme, including letterpress printing demonstrations and public participation, green screen videography, as well as presenting printed and on-screen student work examples including video, digital imaging and typography. In 2018, an interactive workshop on the Button Making processes engaged the public in a very successful activity where they crafted their own button to wear.

AAD continues to place students in internships via our Internship Fair (IF) event in which positions are solicited from community partners. We then identify qualified students, help them prepare résumés and portfolios and share interviewing tips. The students and business representatives then cycle through brief interview meetings. The event is hugely successful and is on the agenda again for this spring.

Partnerships:

High School Outreach: AAD does presentations to Counselors and faculty from regional high schools, showcasing the AAD & Photography programs and to encourage partnerships. AAD faculty visit regional high schools to meet with high school faculty, view their facilities and engage in articulation discussions. Including Dual Enrollment, shared concerns and

Hacker Lab: AAD works in partnership with the community maker's space, Hacker Lab, through internships, promotional and media support and active participation by the full-time faculty. In addition, AAD faculty have been engaging in discussions with Hacker Lab representatives on how to bring their technology into our classrooms, such as working with laser cutters in the vector graphics course. We have also worked diligently to embed a photography/video studio in the Rocklin Hacker Lab facility; though a video-specific studio has not materialized yet, a photography studio has recently been added under direction of Kirkman Amyx from PHOTO.

Dual Enrollment: Applied Art and Design has a robust Dual Enrollment program within Placer County. We currently offer dual enrollment courses at six different high schools, Whitney, Del Oro, Foresthill, Rocklin, Colfax, and Bear River, with plans to add two more high schools, Placer and Granite Bay. As we go forward additional high schools will be added to this list. Currently we offer our AAD 52, AAD 70, and AAD79 courses as dual enrollment courses. AAD79 averages four to five course offerings each year and AAD70 has averages three course offerings each year. The dual enrollment program has allowed Applied Art and Design to strengthen its relationship with high school faculty. The goal is to help high school students recognize that they can succeed in a college course.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program’s curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

As a CTE program, we are charged with meeting labor market demands and responding to industry changes quickly. Along with the input from our CTE Advisory Committee, whom we meet with twice yearly, we consult our peers at other institutions such as CSU, UC and the High Schools to help identify changes in our industry so that we can modify our curriculum to meet the advancements in the field. Courses continue to be updated as needed, other courses are archived due to changing demand and new courses have been added in response to industry trends.

AAD 20: Portfolio Design and Presentation will be offered online for the first time in fall of 2019. Professor Natalie Rishe has completed the online training and developed the course over her recent sabbatical and expects that the interest will be high for an online offering. This flagship course will be a testing grounds for other online and hybrid-model offerings by the AAD program. Professor Angelina Coughlin is currently also undergoing online training and hopes to offer a new online course for the AAD program.

While Professor Rishe was on sabbatical, a key focus was on the revisions of existing web courses and the addition of new web courses to meet the needs of this ever-changing field. New course offerings covering Content Management Systems for Designers and Interaction Design were developed, while the Intermediate Web Design focus was honed and refined to accommodate these updates to the industry. In addition, a new Web Design and Development degree will be proposed for the AAD program and will include these newly designed and refined courses.

The Digital Animation course has been recently revised and will be offered again in fall of 2019 after a decade-long break while the industry moved away from Flash and new software and technologies emerged as a replacement. The interest in this course will be very strong and we look forward to the course as a regular offering.

A new A.A. degree and Certificate of Achievement, Film and Video Production has been written. The degree is being proposed to North Far North this Fall and then will move through Sierra College’s Curriculum Committee for approval. This degree came about as a result from an Advisory Committee meeting held by the Applied Art and Design and Photography Departments. The two departments brought together community leaders in the digital media industry to discuss the needs of a new degree. The degree was actively agreed upon. The degree will take the video and filmmaking courses already offered by Applied Art and Design and house them under the new degree name, “Film and Video Production.” One new course will be written for the degree, “History of Film.” After doing research and looking at other Film and Video Production degrees at community colleges it became clear the one course we don’t offer is a film history course. Curriculum for the History of Film course is being written now and will be submitted to the curriculum committee by the end of the Fall 2019 semester. This is an effort to give students a clearly defined degree for the job market, to transfer to a larger institution or to start their own business.

Development of MAPs, Interest Areas, and Guided pathways:

During the process of developing Guided Pathways and the creation of MAPs, course sequencing has been carefully considered—how to offer enough sections to meet the breath and demand of the first year

required courses —and then various pathway options for students to pursue the second year of focused study in their area of interest. This is particularly challenging because there are 4 distinct areas of academic pathways, Graphic Design, Digital Media (web, animation) Illustration and the new proposed degree in Digital Filmmaking.

During the last three years we have worked with the Fashion and Photography programs to help create a new interdisciplinary Fashion Media Certificate that includes courses from all three departments. This certificate was approved in December 2018 and will appear in the 2019-2020 catalogue.

2b) Student Learning Outcomes Assessment: Analyze your program’s assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

Applied Art & Design is continuing to make progress in CSLO assessment, with an 88% completion rate during the past six years. There has been some disruption in the schedule in the past two years due to realignment of the program focus and addition of new courses. We are currently resetting our CSLO assessment schedule based on course sequencing as reflected in the Guided Pathways and MAPS and updated CSLOs.

During our review process each semester, Comments by faculty are generally remain positive about the assessment process, but it is the discussion about how to improve teaching and learning that is the most beneficial with a number of faculty members modifying their course materials and methods to increase or improve student learning.

Brainstorming effective instruction methods has been a part of our department meetings and has prompted the creation and use of a departmental Canvas course in which we can upload our course materials and lessons, share curricula, engage in Discussion Board conversations and more.

In addition, AAD continues to modify degree patterns based on discussions surrounding CSLOs, adding new classes in Web design, Video, and Digital Animation. All entry-level first year classes have been reviewed and revised to meet the ever-changing requirements for the labor force.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

As noted above, we are currently working with our CSLO Faculty representative in resetting our CSLO assessment schedule based on introduction of new courses, a degree pattern and sequencing as reflected in the Guided Pathways and MAPS. The goal is to complete this process in Spring 2019 and begin the new sequence in the Fall 2019 semester.

2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Please describe your staff development needs based on this analysis.

Professor Natalie Rishe was granted a one-year sabbatical leave to update skills in Web Design & Development, produce new courses that reflect changes to the industry, build partnerships with faculty and professionals outside of the college, and pursue training in online teaching and online course development. The time invested in these pursuits have been positively received by students and faculty

Professor Rishe completed a 3-unit course covering Adobe Illustrator in fall of 2018 and is enrolled in another 3-unit course in Social Media Marketing for spring 2019. The content of the Social Media Marketing course will be directly applied to the AAD 20: Portfolio Design and Presentation class at Sierra College as a way to help students promote their work in an online marketplace.

Professor Coughlin started a Masters of Fine Arts program at Mount Saint Mary's University. Her emphasis is in Film and Television. This program is based in Hollywood, CA. It is a working professionals program which allows her to travel down for classes every other weekend so she can continue to teach full time. Her interest in the program is to help her write the Film and Video Production degree and curriculum in tandem with industry standards and expectations. This program is helping her understand the direction the film industry is moving in now that streaming has changed the landscape of distribution.

AAD holds department flex meetings with faculty each semester to discuss the program's currency, best practices, Outreach and In-reach events and Student Learning Outcomes.

Faculty members also attend Advisory Committee meetings as members of the design and multimedia and video business community, providing their input as professionals in the field.

Part-time faculty are encouraged to attend trainings and to request funding from CTE in support of their professional development.

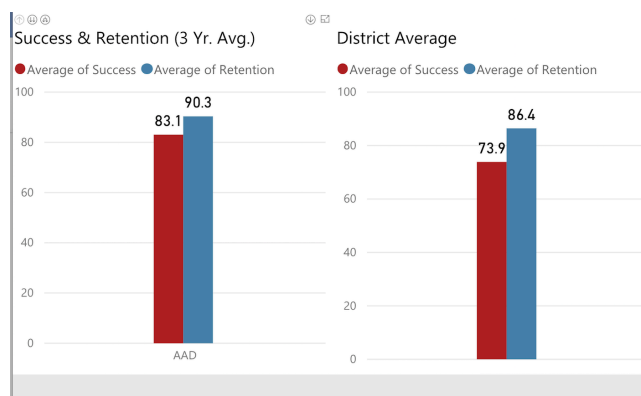
In the spring of 2019, the Photography department offered a multi-day training in cell-phone photography, which was attended by numerous PHOTO/AAD faculty members. These creative exploration workshops have proved to be very popular and rewarding and we are currently brainstorming new offerings for faculty.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3 Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

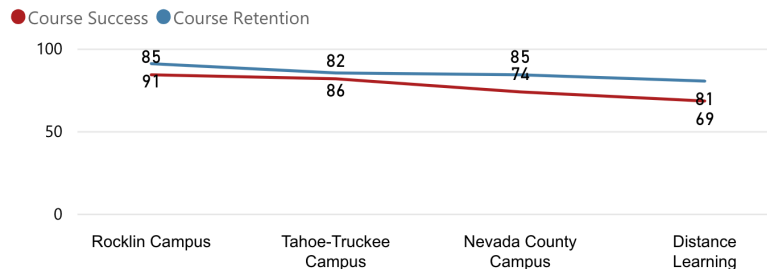
As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.



Retention and Success:

The Applied Art & Design program retention rates are within district averages, and generally show numbers that are above the district's. Historically, AAD has maintained a strong success rate in all program curriculum areas. Students taking AAD classes are encouraged to complete Associate Degrees and certificate patterns and take a broad range of classes in other academic disciplines. Introductory classes in design software continue to draw students who are exploring different education and career options.

Course Success & Retention (3 year avg.)



Program Majors

It is noted that the challenge for course success and retention is greater at the two satellite Sierra campuses. Influencing factors include, smaller student pool, limited number of classes offered due to low demand for the AAD program and students selecting to attend Sierra in Rocklin where the full program is available and there is more flexible scheduling and class offerings.

In addition, online course offerings show lower success and retention rates, which is common across the campus. With the addition of new online courses over the next two-years, we will be able to engage in more pedagogical conversations about this modality for our students and material.

Guided Pathways, Maps and Challenges

Student explorations will begin to impact the retention and success rates differently as the Pathways are implemented. Depending on the student's goals, i.e. degree, certificates, transfer, retraining, retention and success will vary. The program currently sees higher retention and success numbers in the required and capstone classes.

Coming challenges with regards to Pathways will be the impact in the areas of scheduling and limits to classroom/lab space, both in facilities and numbers of computer workstations available. In order to have strong retention and success, it will be important to have an adequate number of course sections offered to satisfy the first year student Pathway goals. AAD is currently looking at how to offer more sections in an already impacted program, including potential Saturday and Online/Hybrid classes.

Online courses

One course is offered online each semester (and is a co-listed course with Photography). We are in ongoing discussion as to how we might use the online modality effectively in our program and what that might look like. Hybrid courses where students could be assisted in the computer lab would likely dramatically impact success and retention for Distance Learning.

As a result of these discussions, AAD 20: Portfolio Design and Presentation will be the second course in our program to move online and will be offered for the first time in fall of 2019. Professor Natalie Rishe completed the online training over her sabbatical and developed the course during that time. Interest is expected to be high for more online courses. This flagship class will be a testing grounds for other online and hybrid-model offerings by the AAD program.

On ground courses:

As an participating member of the Career and Technical Education committee, AAD actively applies for funding each year to maintain currency in computers, printers, scanners, filmmaking cameras, lighting, audio and editing equipment. Our departmental student labs and classrooms allow students to have hands-on experiences with tools and technologies that are otherwise hard to access.

Success and retention are also related to the maintenance of our computer lab facilities, and ongoing updates to our software applications used for course curriculum. Providing access to this software and hardware helps to serve our diverse student population who may not have access to industry standard equipment and software outside of our program offerings.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

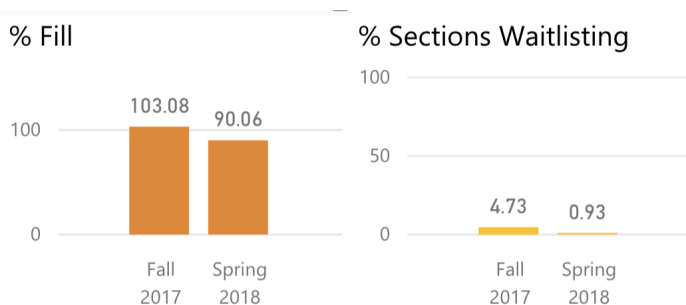
As relevant, please address your program’s role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

Enrollment Trends:

As evidenced by the data, our program has very stable enrollment numbers. In fact, the AAD program, particularly in Rocklin, has seen steady growth in class sections, while maintain average size classes during the last 2 years, 2016 – 2018, while maintaining a robust level of retention and success.

AAD	Distance Learning			Nevada County Campus			Rocklin Campus			Tahoe-Truckee Campus			Total			
	TERM_DESC	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize
	Fall 2015	25	2	12.50	55	7	7.71	426	29	14.69	12	1	12.00	518	39	13.26
	Spring 2016	9	1	9.00	83	9	9.22	373	28	13.32				465	38	12.24
	Fall 2016				42	3	14.00	480	30	16.00	8	1	8.00	530	34	15.59
	Spring 2017	12	1	12.00	61	6	10.17	498	39	12.77				571	46	12.41
	Fall 2017	22	2	11.00	47	3	15.67	606	39	15.54	8	1	8.00	683	45	15.18
	Spring 2018	15	1	15.00	70	6	11.67	553	37	14.95				638	44	14.50

The largest fluctuation can be seen at the NCC campus, which is evidenced across the district. In an attempt to improve the numbers at our Nevada County campus, the AAD program has been working closely with the NCC Dean, Stephanie Ortiz to help shape the schedule to reflect the needs of the student body. A major change made in fall 2016 was to focus on offering basic classes that are in the first year degree Pathway. The student, after completing their first year successfully, could then commute to the Rocklin campus to complete the second year Pathway classes in their chosen area of study, Tahoe-Truckee has the most limited offerings, but is stable, overall.



Department Efficiency

201580	201640	201680	201740	201780	201840
414.49	352.58	416.62	432.87	477.72	424.39



District Efficiency

201580	201640	201680	201740	201780	201840
459.14	444.19	441.30	441.32	442.73	432.22

Fill Rates, Wait Lists, Course Cancellations, Program Completion, and Classroom Use

A strong measure of productivity, shown in the graph, is the Department Fill Rate which remains higher than the district average. Over the past three years the fill rate has been between 91% and 103% with an average of 98% fill compared to the 96% district average. The numbers declined in the spring of 2018, reflecting the slowing of enrollments at Sierra College as the economy improved and students choose to enter the workforce and postpone school.

AAD maintains a strong fill rate at the Rocklin campus. We are currently working with the Deans of Nevada County and Tahoe Truckee campuses to strengthen the enrollment and develop more efficient programs that make sense to their population and campus climate.

Challenges to the program:

As we experience the continued growth in all three of our degree patterns, it is constrained by a cap of 20 students per class due to pedagogical demands; the design labs each house 19-20 computer workstations and the course rigor requires smaller class sizes. The lab-based learning environment required for the Applied Art & Design classes means that the efficiency values (based on WSCH/FTEF) vary in relation to the district average. This is true for many other CTE programs at Sierra College. It should be noted that the AAD program numbers generally mirror the fluctuations in the district and at times show better recovery from term to term.

As noted above, we are also currently working with NCC to address the needs of their students and we hope to remain nimble and responsive to potential solutions that can draw in members of that community and meet their needs. We are considering rotating some non-traditional courses into their pattern to test the response.

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

Equity:

Our faculty has made training in equity awareness and support a top priority as is evidenced by our commitment to attending equity events:

- Equity Retreat** – FT faculty Professors Coughlin and Fillebrown have participated in the Equity Retreat
- Equity Summit** – FT faculty Professors Coughlin, Fillebrown and Rische attended the Equity Summit, sp 19
- Equity Summit** – Multiple PT Faculty also participated in the Equity Summit, sp 2019

This participation is helping us to gain an understanding of how to establish a road map towards enhanced student opportunity, retention and success for the broad range of underrepresented and marginalized populations; as we develop these new identification and support methods, we will continue to work towards equal access for all students in the following areas:

Technology: Applied Art & Design uses CTE funding to promote and/enhance equity for at risk students and equity in general by providing access to equipment, individual workstations for each student enrolled in classes, drawing tablets, scanners and printers, video cameras, audio/microphones, studio lighting, digital still cameras for video and filmmaking. Much of our equipment is also available for checkout.

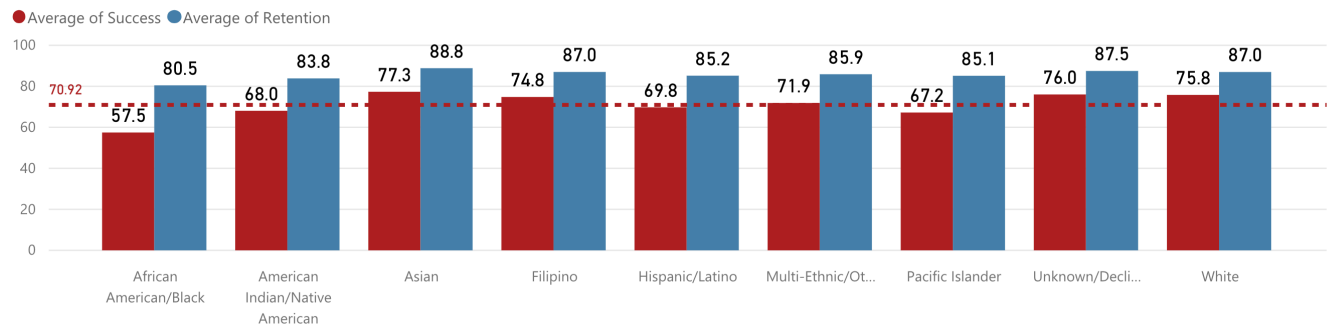
Educational Support: An open lab with the most current version of Adobe Creative Cloud is provided in the Foyer Design Lab, as well as in the Library for student use outside of class with access between both locations available six days/week. We are also testing interest in open lab time at NCC to support those

students for whom access to home computers and software is limited, and for students to work outside of class;

We have recently begun to work with the Pass/Peer tutor program. We currently have two embedded Pass/Peer tutors who attend class meetings to support students and also have tutoring hours in our Foyer Design Lab. The Pass/Peer program has been used for our AAD85 Intro to Web class for two years and is now being used for one of our AAD70 Intro to Digital Design course. We will continue to identify courses that could benefit from tutors and offer this support in our labs/classes.

Program by the numbers:

Course Success & Retention (3 Yr. Avg.)



As shown in the above graph, AAD has worked to enhance the Retention and Success for all of our students; we are generally tracking similarly to the district average for success and note that we also show the lowest success and retention rates for our African American/Black student population.

The breakdown for the AAD student population is as follows:

Race/Ethnicity

- White = 67% student population
- Hispanic/Latino = 14% has had steady growth in enrollment numbers.
- Multi-Ethnic = 7%
- Black/African descent = 3%
- Native American = .007%

Gender Breakout

- 45% female
- 53% male
- 3% non-reporting

First-Generation

- 13% First generation

Disability Status*

- 10% have documented a disability
- *We've identified students with disability status as a key population we'd like to source extra support and training for as we move forward. We are requesting district support in this area and are looking into ways we can improve support for our instructors in this area by providing extra training and services.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

Applied Art & Design's focus during the last three years of growth has been to strengthen all areas of the program, with an emphasis on developing broader access to underrepresented populations, enhance the breadth and depth throughout the entire program and remain current in instructional pedagogy.

Goal #1: Effectiveness

Adjust curriculum to respond to student's learning styles and challenges, success and retention and labor markets changes.

AAD has created Guided Pathways, MAPS, modified degree and certificate patterns, added new courses, archived outdated courses, and enhanced courses to better support student success and retention, expand equity to underrepresented populations and provide curriculum that meets industry and labor market trends. As a CTE program, we are charged with meeting labor market demands and responding to industry changes quickly.

New Course Offerings

- AAD 82: Intermediate Digital Filmmaking
- AAD 87: Content Management Systems for Designers
- AAD 88: Film History (moving through curriculum)
- AAD 90: Interaction Design
- AAD 94: Digital Animation.

Rewrote the AAD20: Portfolio Design & Presentation for online offering

Goal #2: Align the curriculum between high school, Sierra and transfer institutions.

Dual Enrollment: Applied Art and Design has a robust Dual Enrollment program within Placer County. We currently offer dual enrollment courses at six different high schools, Whitney, Del Oro, Foresthill, Rocklin, Colfax, and Bear River, with plans to add two more high schools, Placer and Granite Bay. As we go forward additional high schools will be added to this list. Currently we offer our AAD 52, AAD 70, and AAD79 courses as dual enrollment courses. AAD79 has averaged four to five course offerings/year and AAD70 has averaged three course offerings each year. The dual enrollment program has allowed Applied Art and Design to strengthen its relationship with high school faculty. The goal is to help high school students recognize they can succeed in a college course and to start to earn units toward a degree or certificate pathway.

AAD has just received the Transfer Model Curriculum for Graphic Design in it's first proposal stage for vetting. We anticipate the final draft of the TMC to be delivered within the year and will then work to support the new degree pattern.

CSUS's Design Program is undergoing massive changes that will affect our student transfer population in coming years. The impacted program has required portfolio review to advance to the upper-division level and has only accepted 40 students/year into the third & fourth years. The redesign will allow for a similar model to continue as a BFA option, but will also be opening up a more general Graphic Design degree for students who are not accepted or do not choose to apply for the BFA option. This will open more opportunities for our students and we hope to also align curriculum more closely with CSUS via the Transfer Model Curriculum or other pathways to enable our transfer students to continue their education locally in an esteemed program.

AAD has updated articulation agreements with numerous high schools over the past two years

Goal #3: Improve the retention, success and persistence of Applied Art & Design students. During the process of developing Guided Pathways and the creation of MAPs, course sequencing has been carefully considered—how to offer enough sections to meet the breadth and demand of the first year required courses—and then various pathway options for students to pursue the second year of focused study in their area of interest. This is particularly challenging because there are 4 distinct areas of academic pathways: Graphic Design, Digital Media (web, animation) Illustration and the new proposed degree in Digital Filmmaking.

Our work with the Pass/Peer Tutoring program has been an excellent step towards providing expanded access to educational resources outside of the classroom, as well as providing the benefit of student help in demanding labs. The students are overwhelmingly positive about the tutoring options that are embedded in our program and identify it as contributing greatly to their success.

As discussed, the AAD program continues to grow its offerings of equipment and supplies for student usage, providing access to tools and technology that many would not find outside of the program offerings. Access to these tools and technologies clearly benefits student success and retention.

AAD has increased the number of degrees and certificates awarded over the past few years due in part to adding six Skills Certificates and having a “Certificate Blitz” presentation schedule which has our Community Education Liaisons coming into our classes and educating students on the certificates that they should be applying for.

Applied Art & Design is continuing to make progress in CSLO assessment, and maintain currency in curriculum, preparing students for entry-level positions in graphic and web design, video production and editing, illustration and animation and multimedia.

Our program will continue to reach out to industry partners to build relationships that benefit our students in terms of creating internship and job opportunities as well as building membership for our Advisory Committee.

OH2 Event – AAD continues to hold its annual Open House event for Applied Art & Design and Photography. The AAD & Photography open house includes printed and on-screen presentations as well as video screenings representing each student in both programs. The OH2 event is well attended by Sierra College students, their families, and faculty, as well as members of the greater Sierra College community. High school students, families and teachers also attend the yearly event to learn more about our programs and the campus community.

Hacker Lab: AAD works in partnership with the community maker’s space, Hacker Lab, through internships, promotional and media support and active participation by the full time faculty. In addition, AAD faculty have been engaging in discussions with Hacker Lab representatives on how to bring their technology into our classrooms, such as working with laser cutters in the vector graphics course. We have also worked diligently to embed a photography/video studio in the Rocklin HL facility and though a video-specific studio has not materialized yet, a photography studio has recently been added under direction of Kirkman Amyx from Photography

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

The future direction and goals of our program in terms of sustaining and improving program effectiveness, relevancy and currency include the following:

Goal #1: *Equity:*

Equity training and support: AAD Faculty are receiving Equity training through the Equity Retreat and Summit programs. This participation is helping us to gain an understanding of how to establish a road map towards enhanced student opportunity, retention and success in the broader range of underrepresented and marginalized populations.

We've identified students with disability status as a key population we'd like to add extra support and training for as we move forward. We are requesting district support in this area.

Development of MAPs, Interest Areas, and Guided pathways: During the process of developing Guided Pathways and the creation of MAPs, course sequencing has been carefully considered—how to offer enough sections to meet the breath and demand of the first year required courses—and then various pathway options for students to pursue the second year of focused study in their area of interest. This is particularly challenging because there are 4 distinct areas of academic pathways, Graphic Design, Digital Media (web, animation) Illustration and the new proposed degree in Digital Filmmaking. We are also offering a first-year Pathway at the NCC campus in which students can complete all of the required courses for the first year there before needing to attend the Rocklin campus for degree/certificate completion.

Goal #2: *Labor force preparation:*

Adjust curriculum to respond to labor markets changes. Following the guidance of our Advisory Committee and the faculty's professional knowledge of the necessary career-building skills, Applied Art & Design continues to focus on critical thinking and creative problem solving at the core of the program. In addition to software instruction, students are required to use problem-solving processes to develop design solutions for print, web, video and illustration projects. These processes include subject research, writing assignments, sketching and concept development, project planning and critique all before the computer work begins.

Soft Skills: Many students have come to rely on the computer for answers and must be taught the skills necessary to develop their own creative vision. It is continually emphasized by potential employers that critical thinking and creative problem solving skills are the most highly regarded assets when seeking employees in our labor market. In addition, critique, class discussions, group projects and real-world assignments are developed to assist students in developing stronger interpersonal communication and professionalism skills.

Provide professional skills development: Full and part time faculty are encouraged to maintain currency and enhance pedagogical skills. Supporting our faculty in improving their skills is critical to student success in learning software programs and developing professional skillsets that are marketable. A number of faculty members have been engaging with the @One trainings offered by the district as a way to improve pedagogy. Professors Coughlin and Rishe have been consistently enrolling in college courses for units as one method for professional development.

Remain current: The Graphic Design, Web Design, Digital Media and Video fields require our faculty to keep pace with rapidly changing technologies that continue to expand opportunities for emerging careers; this is an ongoing demand on our resources and time for training can be demanding.

Advisory Committee: Continue to form connections and relationships with our industry partners as a way to build bridges with the community and create opportunities for our students by expanding internships, training and job placement opportunities.

Goal #3: *Align the curriculum between high school, Sierra and transfer institutions:*

Dual Enrollment: Continue to support and expand AAD's robust Dual Enrollment program within Placer County. We currently offer dual enrollment courses at six different high schools, Whitney, Del Oro, Foresthill, Rocklin, Colfax, and Bear River, with plans to add two more high schools, Placer and Granite Bay. As we go forward additional high schools will be added to this list. Currently we offer our AAD 52, AAD 70, and AAD79 courses as dual enrollment courses. AAD79 has averages four to five course offerings and AAD70 has averages three course offerings each semester. The dual enrollment program has allowed Applied Art and Design to strengthen its relationship with high school faculty. The goal is to help high school students recognize they are college material and can succeed in a college course.

Continue to support enhancements to our established pathways. As our Transfer Model Curriculum AAT/AST becomes finalized at the state level, we will work to align our curriculum so that students are offered one more opportunity when deciding how to treat their educational and workforce goals.

Goal #4: Improve the retention, success and persistence:

Curriculum: The need to maintain currency in curriculum in the Graphic Design, Digital Design, Digital Media and Video fields and keep pace with rapidly changing technologies is an ongoing demand for our program. These changes require greater initial expenditures for labs as well as more frequent modernization costs and software upgrades.

Frequent updates to curriculum are also a necessity for our program. The lengthy process of taking a class through Curriculum is a challenge to our program's need for flexibility and responsiveness.

*Cross-Discipline :*The AAD program's close cross-disciplinary relationship with Photography is important as it increases accessibility and reach to students of both programs. Due to our cross-listed courses, shared digital lab and equipment, as well as having faculty working so closely together, the student community is richer, more diverse and creates a more robust environment with advances in both fields being shared amongst students and faculty.

Change and growth: The Digital Media industry is quick-paced and the Applied Art & Design program explores ways of meeting these changes in conjunction with Photography, Art, Communication Studies, and the Advisory Committee. Our continued efforts to offer high-demand courses with relevant and current technologies engage our students while preparing them for transfer, degree and workforce opportunities.

We use clear and meaningful directed pathways to assist students and counselors in planning the schedules and course sequences for our students. This will aid them in moving through our degree/certificate patterns with better results and more clarity.

Continue developing, implementing and tracking outreach efforts, and the support and encouragement of the district to develop these tools that departments can use to determine where students land when they leave Sierra College. Tracking results help us determine the applicable fields, desired skillsets and where to develop engagement in our communities. Most notably, we'd like to track student employment/entry into the field and transfer student success and placement.

Continue to provide software, hardware, equipment and facilities that enhance student learning and enables them to become familiar with industry standards.

Support the satellite campuses and alternative modalities as a way to reach non-traditional students.

Provide seminars, guest speakers and other in-reach and outreach events to improve the retention, success and persistence for all Applied Art & Design students.

Continue assessing CSLOs and integrating the process more intuitively into the curriculum and ongoing expectations of all faculty.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

In order to retain currency, AAD and Photography work together to maintain an ongoing cycle of lab replacement for each of the three shared classroom labs and Foyer Design Lab every five years. Currently and historically CTE has funded our lab replacements. It is our expectation that this will continue, however we are not without concerns about funding decreases from CTE that would severely impact our program and facilities.

AAD also has a rotation funding to replace aging video lighting equipment, maintaining currency with the evolution in image capture equipment, investment in audio equipment and other accessories designed for shooting video, etc.

Ms. Coughlin has expanded the video program with a new Digital Filmmaking degree (fall 2020), which will require more investment in quality lighting kits, audio equipment and facilities, studio space, cameras and more. Video is a critical component of visual communication fields and continues to draw students from across campus.

Facilities:

Applied Art & Design, Art, Fashion and Photography are scheduled to be brought together in a new instructional building, which currently is in the preliminary design phase. In February 2019, architects and the affected programs began meeting to discuss needs and participate in developing initial designs for the new space.

Staff:

Classified staffing & Student Help

Currently the Applied Art & Design and Photography programs share one full-time classified employee. Though the employee is able to handle the majority of tasks assigned to the position, one area that they are unable to devote adequate time for is lab preparation and cleanup. This is somewhat offset by student help, but still faculty have to do a great deal of lab prep and cleanup, including equipment organization, checkout and maintenance. Student Help funding is extremely beneficial to the department so that we can keep our lab facilities in good running order. We have recently hired a new student worker and have committed as a goal for the program to maintain a student employee in an ongoing capacity to integrate this assistance into the needs of the program. Ideally, we'd like to expand this to two-students, with one student responsible for lab cleanliness and the other working with equipment needs.

In addition, the AAD program has a 25% classified employee, shared with the Art Department who will take on the supervisor role for our ongoing student worker.

AAD would benefit in numerous calculable ways if we were allotted funds to support a PT classified staff member to support evening and Saturday courses. A current, ongoing and anticipated demand for expanded evening and Saturday courses (evening courses are offered four-days a week stretching to 10pm) to support underrepresented and non-traditional students is tempered only by the fact that we do not have a classified IA employee available to support the evening courses.

This deficit has proved to make meeting the CSLOs for some of these courses very difficult. When/if there is an insurmountable technological hurdle during an evening course (software, hardware, intra-network failure, printer issues, etc.) the students and faculty suffer from not having an IA to attend to these issues in a manner that allows the class to continue work for the session. With classes meeting in the evenings often being held 4-hours once per week, lacking this support can cause notable challenges to completing the course outcomes. This is an area where we would like support from the district.

Faculty:

Replacement Full Time Faculty: The Applied Art & Design program currently has three different degree programs: Graphic Design, Illustration, and Digital Media, with a new Digital Filmmaking degree program beginning in fall 2020 and a planned degree for Web Design. Each area requires a different expertise and specialty knowledge. Graphic Design and Illustration collectively, fall under digital design for print media, Digital Media covers web, social media and 3D-modeling, and Digital Filmmaking covers film and timeline based media. Currently there are three full time faculty with knowledge in each specific area of print, web and video, and should any one of these individuals leave the program, it would be critical that a knowledgeable person in the same field be hired full time to replace them in order to maintain the strength and focus in the robust and distinct areas of the program that require a full-time content specialist.

CTE programs make for particularly intensive workloads as the demands to stay current with ongoing and rapidly developing technologies are mandated through the federal grant that provides the primary and extensive funds that are required for technology, professional development and training and workforce integration. In addition, the Perkins grant is responsible for uniting us with our feeder high-schools through the Community Education Liaisons (CELS).

The expectations for the faculty teaching under the umbrella of CTE is mandated and intensive and requires: yearly reports that are akin to completing Program Review; twice-yearly Advisory Committee meetings that unite CTE programs with industry representatives and other educators from high schools and four-year institutions; engagement in professional and skills development in an ongoing capacity; continual updating of technology including labs, software and equipment; mandatory in-reach and outreach events that average around 10-12 events per year on and off-campus; and ongoing curriculum development and modifications to respond to industry trends. The addition of our new faculty member will help us to maintain this currency and enhance our reach in these regards.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X	X	X	X	

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

The Sierra College Applied Art & Design program has demonstrated its strong standing through our fill rates, success and retention rates and our increasing number of degree and certificated students over the recent years. Beyond the numbers, the program continues to be a strong asset to the campus community as seen by its participation in and support of student events, and both in-reach and outreach opportunities that keep our high visibility on campus.

In addition to being participatory in campus life, our program provides a viable path to transfer, certificate and degree opportunities, as well as job placement and retraining options. Our focus on faculty training and currency, as well as teaching to industry standards ensures that our students are well-prepared to leave Sierra College and become successful employees and community members.

AAD's Graphic Design program does enhance the career and earning opportunities for students who take our classes for retraining or to complete one of our Degrees or Certificates of Achievement as indicated by the **Strong Workforce** commendation. In March of 2018, Applied Art & Design was awarded Strong Workforce Bronze Star for an increase in earnings by 51% in the Graphic Design program because of outstanding post-college outcomes in employment, earnings gains, and regional living wages, based on LaunchBoard data.

We continue to push forward with our requests for funding to ensure that our technology remains current in terms of software, hardware and student-use equipment so that we can provide an excellent learning environment for our committed students and faculty. In addition, we are hopeful that we will be afforded another classified team member to support our program and the non-traditional and underserved students who require evening and weekend classes to meet their professional, personal and educational goals and requirements.

Our program has also shown commitment to the Equity goals set forth by the District. We continue to support students with access to current technology, software, teaching methodologies and curriculum as a way to support their success. Our attendance to other student support structures, such as the Pass/Peer program, expanded Design Lab access outside of class, counseling support, specialized events, job and internship placement and more illustrate our investment in our student success.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Full time faculty worked as a team to review and comment on all aspects of research and writing of this report.

DSR <https://inside.sierracollege.edu/rp/Pages/Dashboards.aspx>