

Administrative Response to Program Review Graphic Design (GD) Transfer Program June 2018

On June 1, 2018, the Graphic Design SAC presented their Program Review findings to an audience of PCC administrators, community stakeholders, students, and others with an interest in the discipline. The presentation was informative and thought provoking, with engagement from students and an offered tour of facilities.

This Administrative Response will: A) note particular highlights of the Graphic Design program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- A well prepared, organized, and engaging program review presentation. In this presentation, you effectively demonstrated the scope of your program, facilities, strengths, and needs. The inclusion of the student/alumni voice in your document and presentation was a great way to show the ways you prepare students for a successful career in the Graphic Design field.
- Thoughtful acknowledgement of program founders and past faculty in the program review presentation.
- Excellent overview of the field, program philosophy, skills required for the field, and scaffolded approach to teaching skills and techniques.
- Demonstrated understanding and intentional support of the cohort model to encourage retention, completion, soft skill development, and career networking success (i.e., pairing students, community building, social media, career coaching, etc.).
- Active engagement of alumni through Facebook page and Alumni Advisory Committee to inform program enhancements and support successful career development of Graphic Design graduates.
- Great success in supporting PCC students in earning Graphis New Talent and other awards.
- Development of a Graphic Design program that is well regarded and integrated in the greater Portland community.

Observations and Recommendations

- In your program review document and presentation, we recognized ways you are successfully supporting the development of self-reflection and cultural awareness skills to prepare students to produce work that will more effectively reach a wide and diverse audience. However, you indicated that you do not believe you're qualified to assess these outcomes. With support from your CTE Learning Assessment Coach and the Dean of Academic Affairs Office, we urge you to challenge yourselves to consider the ways you are indeed responsible for supporting students in their development of these skills, as they seem critical to success in the Graphic Design field. Further, the Graphic Design field has a great impact/connection to diversity, equity, and inclusion (DEI). As you know, images are powerful and communicate a message. Looking at student work and projects, it does appear that DEI is embedded in your program, whether recognized or not. We would like for faculty to more intentionally weave this in to content. The college sponsors many Culturally Responsive Teaching trainings to support faculty in developing more confidence in this area.
- In the program review presentation, Vice President of Academic Affairs Dr. Katy Ho requested you consider looking at course completion and pass rates data disaggregated by race and gender for your program. You responded that you'd need some support/training in data literacy in order to more effectively complete this request. We ask that you work with the Sylvania Teaching & Learning Center to support this professional development need.
- After hearing from the student alumni about the concern regarding a lack of web design training within the program, we are eager to support the Graphic Design program in better meeting this professional success/training gap. We do recognize a rich history of silos that has negatively impacted this program and acknowledge that you have tried to incorporate web design into your curriculum in the past. With support from your SAC Administrative Liaison, please work with your CAS and CIS colleagues (along with our Curriculum Office) to develop a plan to better fulfill this training need for our students.
- Graphic Design is identified as a Perkins Program of Study (POS) at the college, which provides access to Perkins funding that is used to support the Perkins advisor, and we understand that the Perkins advisor has been key to student success at the college. It is important to recognize that Perkins eligibility comes with an expectation from the Oregon Department

of Education that the college work with high school partners to create a coherent pathway from HS instruction into the college program. We note that your Perkins advisor is engaged in outreach to high school students with information about how they can transition to the college program and that you have been communicating with the Dual Credit around instructor qualifications. As a result of your engagement with the Dual Credit Office, we also understand that there are some significant barriers to supporting our high school partners through Dual Credit. Still, the college has a responsibility to our high school partners and community to ensure that students who identify Graphic Design as an area of interest have the opportunity to participate in a coherent Program of Study that will prepare them for post-secondary success. Aligned and scaffolded curriculum is key to these transitions. Dual Credit is beneficial to students but not a strict requirement. We ask that you work with your Dean of Instruction, SAC Administrative Liaison/Division Dean, the Dean of Academic Affairs, and the Dual Credit Office over the 2018-2019 year to clarify high school partnership expectations of the program and enhance collaboration.

We are pleased with the many advancements this SAC has made since the last program review and with the commitment we see from your SAC to promoting student success. We urge you to continue to keep up the great work.

Administrative Response to Recommendations

Recommendation: *We ask that input from GD be consulted on decisions affecting the primary classroom resource PCC GD students rely on.*

- **Response:** We recognize the great importance of computer technology in meeting the instructional needs of Graphic Design students. You have our support to reach out to IT to make this request.

Recommendation: *We ask that GD be provided with a new rescheduled timeline of when students can expect new computers in the GD classroom computer labs.*

- **Response:** We recognize the great importance of computer technology in meeting the instructional needs of Graphic Design students. You have our support to reach out to IT to make this request.

Recommendation: *(1) Remodel CT109 classroom layout and entry access to enable students to use GD program facilities while classes are in session in the GD classroom computer labs. (2) Remodel classroom layouts to provide students with a*

small computer lab for them to use while classes are in session in the GD classroom computer labs.

- **Response:** Please work with your Division Dean to assess the anticipated costs of these potential remodels.

Recommendation: *The GD program would like funding to continually expand the collection of font licenses for GD computer labs.*

- **Response:** Please identify ongoing costs associated with requested funding and make a request through your Division Dean to the Sylvania Dean of Instruction.

Recommendation: *(1) The GD program would like new chairs for both computer labs and tables for CT109 computer stations and middle workroom. (2) The Graphic Design program would like the CT109 computer stations to be positioned closer to each other and closer to the teaching station (as they are in CT101). (3) The Graphic Design program would like carpeting in CT109 (as in CT101).*

- **Response:** (1) Please work with your Division Dean to make a request to Sylvania Scheduling Office and Dean of Instruction. (2) Please work with your Division Dean to make a request to FMS. (3) Please work with your Division Dean to make a request to FMS.

Recommendation: *The teaching station projectors need improved image quality for students to get the full benefit of classroom instruction. The Graphic Design program would like to work directly with IT to make this possible.*

- **Response:** We recognize the need for quality image technology to support the specific instructional needs of your program. Please work with your Division Dean to make a request to IT.

Recommendation: *The GD program would like a presentation screen for students to practice presenting their work.*

- **Response:** Please work with your Division Dean to submit an equipment request through the Sylvania Leadership Team for this item.

Recommendation: *The GD program would like permission to explore options for registration specifically for GD101 and GD114 that would enable all students the same registration window.*

- **Response:** At this time, the PCC system is not set up to allow for registration within the same time window. However, we encourage you to reach out to the Dean of Enrollment Management, Tammy Billick to assess

whether she or a member of her team could explore whether other alternative and sustainable options exist to meet your desired outcome.

Closing

In closing, we want to again thank the Graphic Design faculty for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes, and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Karen Paez, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

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