**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Interior Design / Visual Communications

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**
     1. **Course Success Rates – Please report the course success rates for:**

**Success rates for highest enrollment courses:**

**Course seat count 08/09 09/10 10/11**

VIS 106 Design Basics: 2D 279 73.84 68.75 65.82

VIS 110 Des. Lab Orient. 332 70.32 65.68 69.13

**Courses that deviate high from the typical success rate of 90.48 for IND:**

**Course 08/09 09/10 10/11**

IND 135 Rendering 100 85.71 100

IND 231 Adv. Int. Des. I 96.67 95.24 100

IND 233 Adv. Int. Des III 77.42 94.74 100

**Courses that deviate high from the typical success rate of 74.30 for VIS:**

**Course 08/09 09/10 10/11**

VIS 116 Digital Animation 80.60 81.16 91.43

VIS 201 Digital Prepress I 77.92 79.63 92.75

VIS 206 Design Principles I 80.60 91.38 94.44

VIS 207 Design Applications I 92.73 90.57 88.24

VIS 236 Design Principles II 84.83 91.23 98.61

VIS 237 Design Applications II 96.08 92.45 88.06

VIS 270 Vis Com Internship 83.33 100 100

VIS 276 Vis Com Portfolio 93.83 98.51 96.1

VIS 278 Vis Com Capstone 96.36 98.04 98.39

**Courses that deviate low from the typical success rate of 90.48 for IND:**

**Course 08/09 09/10 10/11**

IND 131 Interior Design I 75.56 86.05 82.50

IND 134 Int. Materials and Textiles 92.31 65.22 84.21

**Courses that deviate low from the typical success rate of 74.30 for VIS:**

**Course 08/09 09/10 10/11**

VIS 108 Typography 52.08 59.28 58.72

VIS 147 Digital Imaging 67.91 71.43 61.54

* + 1. **Degree and certificate completion (where applicable)**

**Program 08/09 09/10 10/11**

IND.AAS Interior Design 23 19 13

VIS.AAS Visual Communications 48 47 52

DP.STC Desktop Publishing 74 77 18

MLM.STC Multimedia 30 20 10

DPT.STC Digital Printing 8 8 6

* + 1. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

**Retention in Program**

**Program 08/FA 09/FA 10/FA**

College 57.70 57.69 55.76

Division 60.91 59.70 56.31

IND.AAS 71.79 58.51 63.95

VIS.AAS 68.62 70.29 64.50

**Pay hours per FTE: 2009=1.10 2010=1.12 2011=1.11**

The department continues to perform a formative assessment (entitled the First Year Assessment) for students who have completed the 100 level coursework. The aggregate score averages from the past three years on a scale of 1-5 follow:

**First Year Assessment 09 10 11**

All design majors 2.84 2.86 2.65

The department also performs a summative assessment (entitled the Portfolio Show) which is conducted by industry professionals. The aggregate averages for the past five years on a scale of 1-5 follow:

**Portfolio Show 07 08 09 10 11**

Visual Communications 4.15 4.04 NA\* 4.19 4.16

Interior Design 4.36 4.37 4.33 4.51 4.45

**\***The assessment forms from this program in 2009 are not available.

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The highest enrollment classes in VIS are also the first courses in the major that students complete. The slightly lower success rates in these classes are most likely related to students discovering that they no longer wish to be Design majors. Lower success rates in Digital Imaging and Typography are also consistently lower than for other courses in the major. The Typography course is time-consuming and covers a lot of material and concepts. The course requires many hands-on projects and subsequently many hours of work. Most students discover that their knowledge of design concepts and techniques has grown exponentially while taking this important course. Some students are not successful because they don’t put in the necessary hours to complete this course. Digital Imaging also has a slightly lower success rate, this is typically the first computer- based course (outside of the lab orientation) for most design majors. Some students initially find the Adobe software difficult to navigate. The semester version of these entry level courses have been planned so that concepts introduced in one class will be utilized in other classes. The department believes this more integrated approach to learning and applying design concepts and software skills will improve success rates.

In IND, the first course taken by the students has the lowest success rates. This may also be due to the students learning that Interior Design is not what they expected. Slightly lower success rates for Interior Design Textiles and Materials are due to the lower success rate for students taking this class independently. The department offers this course independently for students who cannot attend the regularly scheduled section due to work or family conflicts. Many students do well in this format, but occasionally this format doesn’t work for the students, as it requires discipline and good time management skills. The department relies heavily on the Angel course shell to administer the independent study section, additional deadlines and formative assessments may help to improve the success rates.

All of the courses that have a higher than average success rate are taken near the end of the AAS.VIS or AAS.IND programs. This contributes to the idea that the non-success rates in entry level courses may be due to students withdrawing or opting out of the program. These higher than average success rates may also reflect that students who are near completion have mastered various skill sets, are well-prepared for the coursework and have a strong commitment to complete.

Enrollment in the AAS.VIS program and degree completion has remained consistent in recent years. All of the courses required in the Desktop Publishing Short Term Certificate are also required in the AAS/VIS so the lower number of 10/11 certificates awarded seems incorrect. The decline in Multimedia Short Term Certificates awarded may be due to a perceived change in industry, as web development job growth has slowed.

Enrollment and degree completion in the AAS.IND program has slowly declined. Informal research from the Interior Design Educator’s Council list serve indicates that this is a national phenomenon believed to be linked to the slow housing market, the recession, and the wane in popularity of HGTV.

The aggregate averages in the results from the First Year Assessment and Portfolio Show activities reflect little variation. The department is working on devising a visual rubric that could be used by the faculty reviewers in the First Year Assessment so that inter-rater reliability can be improved.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). **2008**
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

* Expand coursework for the non-designer. Possibly offered as an elective for business, allied health and engineering majors, the department could develop a course that explores visual communication fundamentals which could also be tailored as a non-credit workforce development option.
* Develop VIS 100, VIS 114 as a web course or a hybrid

*VIS 146 was developed as a web course and has seen very low enrollments in this format. Work on other courses was suspended based on those enrollment numbers.*

* Investigate which courses already offered could be packaged to create a transferable STC in collaboration with electronic game development programs.
* Investigate if courses already offered could be incorporated into Education degree programs.

1. What Recommendations for Action were made by the review team to the most recent Program Review?

* Validate the perception that students’ failure in entry level courses is because of their lack of understanding of the field and its rigor. Before pursuing admission requirements, assess more carefully why students may not be succeeding. Consider research in conjunction with Research, Analytics and Reporting and course-level exit interviews with students in order to understand more fully students’ experiences in these classes.

*The department is unclear as to whether the college is still conducting the career program graduate surveys, as data for this department could not be found*.

* Validate the presumed relationship between grade point average and persistence to graduation and success on the job. Obtain more information from employers regarding the essential knowledge, skills and abilities needed for the success of entry level designers, and evaluate the curriculum in light of this feedback. The fast pace of change in the design industry warrants continuing effort to identify what employers are seeking in graduates of the program – and key indicators of success in professional practice.
* Increase awareness among the region’s employers of the programs in the department and the caliber of Sinclair’s design graduates.

*The number of employers seeking interns has increased, the portfolio show and the portfolio show web-site are also providing department exposure with in community.*

* Consider whether preparing students for transfer should be an explicit part of the department’s mission statement and an increasing aspect of the department’s work with students. With the continuing evolution of the design fields and the growing emphasis on the baccalaureate degree as an important credential in design, the department may need to increase its attention to facilitating the transfer of students, including the development of articulation agreements with more four-year institutions..
* Explore offering non-credit continuing education for practicing designers.

*The semester courses: Sustainable Design and Design Applications II can be marketed to the community.*

* Improve graduate follow-up, and regularly incorporate their feedback in improving the program.

*The department recently sent out a short questionnaire to recent graduates.*

* Consider whether the first year assessment, reported as helping students succeed, should be required and whether it should be made available at a defined juncture in students’ progress in the program rather than only during the spring term.

*Students are required to participate in the first year assessment prior to enrolling in VIS 206/236 and IND 231.*

* Explore requiring an internship, either a component of a course or a separate course in lieu of another requirement.

*Requiring an internship would mean finding employment for 40-60 interns a year, the department does not feel this is feasible at this time. The department will continue to encourage students to pursue internships.*

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

The department has spent most of the last year in the development of the teaching syllabi for the semester conversion. Departmental goals for the new curriculum include:

* Integration of software tools and hand tools into all design courses.
* Common projects, in all sections of all courses.
* Development of a Department Orientation Manual that students would purchase from the bookstore, and would include supply lists, textbook lists, departmental policies, web resources, and information about professional associations, publications, job opportunities, tips for success, etc.
* Cross-training of faculty to insure quality staffing in all courses.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

The department has continued its relationship with Huffy, and professor Cynthia Cully has agreed to coordinate other internships for design majors. She has worked with over 10 different employers. This work requires her to determine the skill sets necessary to meet the employer’s needs and then to work with the faculty to identify students that might qualify. She the works with the students to help them create their resumes and portfolio. (She is not paid nor given reassigned time for this work.)

Semester conversion planning has included thorough review by the department faculty of each teaching syllabi. A departmental template is being developed and common projects have been agreed upon.

The department recently sent out a short questionnaire to all 2011 graduates. The questions seek to help the department understand who is working in the field and to identify the employers.

Plans for departmental faculty development opportunities are being discussed and a basic outline for a Departmental Orientation Manual has been created.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Interior Design** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Recognize, understand and use the language and jargon of interior design. | IND 131  IND 132  IND 133  IND 134  IND 231  IND 232  IND 233  VIS 106  VIS 107  VIS 109  VIS 276 |  |  |
| **2)** Discuss the history, fundamentals and basic theories of interior design. | IND 131  IND 132  IND 133  IND 134  IND 231  IND 232  IND 233  IND 240  VIS 106  VIS 107  VIS 109  VIS 276 | ASSESSED IN  FY 09-10 | * Success rates in IND 240 * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework |
| **3)** Apply critical thinking and creative problem solving skills to a variety of ID problems. | IND 131  IND 132  IND 133  IND 134  IND 231  IND 232  IND 233  VIS 106  VIS 107  VIS 109  VIS 276 |  | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework |
| **4)** Communicate design concepts at various stages of development using the design process, drawing skills and /or appropriate software. | COM 201  ENG 111  IND 131  IND 132  IND 133  IND 134  IND 231  IND 232  IND 233  VIS 106  VIS 107  VIS 109  VIS 276 | ASSESSED IN  FY 09-10 | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework * First year assessment, where teams of faculty rate student work in specific categories using 5 point scale |
| **5)** Develop floor plans, interior views, and other relevant interior design documents using traditional and computer based design tools. | CAT 101  CAT 102  CAT 201  IND 131  IND 132  IND 133  IND 134  IND 231  IND 232  IND 233  VIS 276 | ASSESSED IN  FY 09-10 | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework * First year assessment, where teams of faculty rate student work in specific categories using 5 point scale |
| **6)** Develop professional quality presentations and demonstrate adequate written and oral communication skills. | CAT 101  CAT 102  CAT 201  COM 206  ENG 111  IND 131  IND 132  IND 133  IND 134  IND 135  IND 231  IND 232  IND 233  VIS 276 |  | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework |
| **7)** Demonstrate an understanding of the business fundamentals of interior design. | IND 131  IND 132  IND 133  IND 134  IND 135  IND 231  IND 232  IND 233 |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Visual Communications** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Recognize, understand and use the language and jargon of design. | COM 206  ENG 111  VIS 105  VIS 106  VIS 107  VIS 108  VIS 109  VIS 114  VIS 180  VIS 206  VIS 207  VIS 236  VIS 237  VIS 276  VIS 278 |  |  |
| **2)** Discuss the history, fundamentals and basic theories of design. | VIS 106  VIS 107  VIS 108  VIS 109  VIS 180 | ASSESSED IN  FY 09-10 | * Success rates in VIS 180 History of Design * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |
| **3)** Apply critical thinking and creative problem solving skills to a variety of design problems. | VIS 105  VIS 106  VIS 107  VIS 108  VIS 109  VIS 114  VIS 115  VIS 116  VIS 117  VIS 118  VIS 146  VIS 147  VIS 148  VIS 206  VIS 107  VIS 236  VIS 237  VIS 276  VIS 278 |  | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework |
| **4)** Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 106  VIS 107  VIS 108  VIS 109  VIS 114  VIS 115  VIS 116  VIS 117  VIS 118  VIS 146  VIS 147  VIS 148  VIS 206  VIS 107  VIS 236  VIS 237  VIS 276  VIS 278 | ASSESSED IN  FY 09-10 | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. * First year assessment, where teams of faculty rate student work in specific categories using 5 point scale |
| **5)** Develop print, animation and new media concepts using traditional and computer-based design tools. | VIS 105  VIS 106  VIS 107  VIS 108  VIS 109  VIS 114  VIS 115  VIS 116  VIS 117  VIS 118  VIS 146  VIS 147  VIS 148  VIS 206  VIS 107  VIS 236  VIS 237  VIS 276  VIS 278 | ASSESSED IN  FY 09-10 | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |
| **6)** Develop professional quality presentations and demonstrate adequate written and oral communication skills. | COM 206  ENG 111  VIS 105  VIS 106  VIS 107  VIS 108  VIS 109  VIS 114  VIS 115  VIS 116  VIS 117  VIS 118  VIS 146  VIS 147  VIS 148  VIS 206  VIS 107  VIS 236  VIS 237  VIS 276  VIS 278 |  | * Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework |
| **7)** Demonstrate an understanding of the business fundamentals of visual communications. | VIS 206  VIS 207  VIS 236  VIS 237  VIS 276  VIS 278 |  |  |

1. For the assessment methods listed in the table above, what were the results?

There are only small variations in the aggregate scores from year to year. On a 5 point scale the aggregate results are:

**Portfolio Show 07 08 09 10 11**

Interior Design

Critical Thinking 4.42 4.49 4.51 4.67 4.44

Creative Problem Solving 4.40 4.51 4.47 4.67 4.53

Professional Presentation Skills 4.45 4.46 4.40 4.54 4.60

Visual Communications

Critical Thinking 4.27 4.20 NA\* 4.24 4.19

Problem Solving 4.20 4.19 NA\* 4.20 4.16

Professional Presentation Skills 4.33 4.19 NA\* 4.37 4.31

**\***The assessment forms from this program in 2009 are not available.

1. Were changes planned as a result of the data? If so, what were those changes?

The semester AAS.IND will require students complete Digital Design I. This course will cover the Adobe Creative Suite software which will provide additional presentation skills for the interior design students.

As previously discussed software tools will be integrated into design theory courses. New project assignments are being designed to increase the level of problem solving, by describing more complex scenarios and building assignments from one class to the next. Because the department is looking at the curriculum in total, the projects being developed will vary in size, scope, content, and media. Furthermore, students will be asked to reflect on the process of design in all classes and for all projects, this reflection should encourage students to investigate additional approaches to their work.

1. How will you determine whether those changes had an impact?

The department will continue to use the first year assessment and portfolio show to assess course and program outcomes. Comparing scoring from pre-quarter to semester conversion to post conversion results should provide insight into the efficacy of the proposed changes.

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

The department does have common projects in most course sections, but not all faculty implement the projects in the same way. Courses include: Design Basics: 2D, Design Basics: 3D Design Drawing, Typography, Printing Basics, Offset Printing, Screen Printing, Design Principles I and II, Design Applications I and II, and All IND courses. The First Year Assessment is used to assess this common work across 100 level course sections. Often the department finds that there are variations in the work of different sections, therefore, tighter project descriptions and teaching syllabi are being developed for the semester courses. The Portfolio Show is used to review work from the second year courses, but students are encouraged to develop individual work for their portfolio, so this assessment is less consistent.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

Most of the 2010-11 year was spent working on semester conversion. The department worked extensively on teaching syllabi, textbook selection and project descriptions. Nearly all of the coursework has been created and agreed upon. This work on creating consistency between course sections and from course to course was perceived by the department as a way to increase retention, and success rates for students. We will measure the success of this work, beginning with the Portfolio Show and First Year Assessment in Spring 2013.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

The department is planning to pilot some of the projects that were developed for the semester conversion into the quarter versions of the courses throughout this year. Feedback from students and results from the first year assessment will allow the faculty to assess whether these new projects are working to improve the students’ understanding of the course concepts.

A visual rubric for the First Year Assessment is planned. Examples for each category and achievement level will be available so that the faculty reviewing the students’ work have a better idea of what constitutes a “1” or “5.” This will enable the department to be more consistent from year to year as well.

A web-site for the portfolio show is being developed which will work as a template for the student design teams. This will provide an easy link for our industry professionals to access the information and provide an opportunity for students to display their work.

A capital improvement request will be submitted to move the computers from 13-325 to 13-327 and the drawing tables from 13-327 to 13-325. Beginning fall 2012, students will need access to both computers and drawing tables for their classes. This relocation of computers/drawing boards will provide easier access for students using both tools by pairing computer and drawing board classrooms together.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.