**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **LCS - 0220 - Design**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

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

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Include a Commercial Photography course in the curriculum. | In progress [ ] Completed x[ ] No longer applicable [ ]  | Beginning Fall, 2016 VIS students will have the opportunity to take ART 2265 (Digital Color Photography) as part of the VIS curriculum. |
| Development of online course for one of our design history courses (VIS 1180 or IND 1180) | In progress [ ] xCompleted [ ] No longer applicable [ ]  | Amanda Romero and Diana Leakas are scheduled to begin the process of developing an online course for VIS 1180. We will be working with Nick McDonald from the Web Course Development Team beginning April, 2016. We will participate in the 3Ds Online Training Course. Our goal is to have the course available Fall, 2017. |
| Increase articulation agreements/partnerships with area colleges | In progress [ ] xCompleted [ ] No longer applicable [ ]  | The Chair met with Greg Cebulash, Chair of the Art Department at Wright State University, Carl Brun, Associate VP/Curriculum at WSU, Shari Rethman, and Janeil Bernheisel, to discuss creating an articulation agreement (BFA in Art). The outcome of the discussion included the development of *two articulation agreements*: (1) After students complete their AAS degree in VIS, it would take them three years to complete the BFA degree; (2) After students complete an AA degree (using VIS courses as their electives), it would take them two years to complete the BFA degree. Currently, specifics for each articulation agreement is being developed. (2/24/16) |
| Adding a course at the Courseview Campus | In progress [ ] xCompleted [ ] No longer applicable [ ]  | Initial discussions with DeAnn Hurtado began this term (Spring, 2016). The chair will be developing a report, noting the cost of the required equipment, software and hardware needed for the curriculum. Discussions about specific courses that could be available at the campus are ongoing: Design Basics (VIS 1100), Design Drawing (VIS 1110), Design Processes I (VIS 1140) and Design Processes II (VIS 1218).Currently, no course offerings will be available for 2016-17 academic year. |
| Adding more computers to our labs to increase average class size | In progress [ ] xCompleted [ ] No longer applicable [ ]  | We will continue to request four additional Mac workstations from IT, including remodeling of two classrooms (13-320 and 13-325) to accommodate two additional computers each. This will take the average class size from 18 to 20 for many of the VIS courses.This will not occur for the 2016-17 academic year. |
| Development of a design software short-term technical certificate | In progress [ ] xCompleted [ ] No longer applicable [ ]  | The Department is in the process of developing a design short-term technical certificate for the VIS program. Current discussions include the following:* We would like for the certificate to be approximately 20 credit hours.
* The courses will include primarily non-embedded courses.
* We are also considering 8- or 12-week courses.
* Courses for consideration: Mac operating system, Adobe Creative Suite (Photoshop, Illustrator, and InDesign), Dreamweaver and WordPress, Premier and/or After Effect, Muse.
* Possible target markets: our alumni, industry professionals who may want to learn and/or update their skills.
* There is major concern regarding the opportunities to market this new curriculum. We will need marketing support and assistance from the College to promote the certificate.
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| Increase IND mentorship professional base | In progress [ ] xCompleted [ ] No longer applicable [ ]  | Diana Leakas, interior design faculty, continues to establish the mentorship program for the non-residential course for fall semester. Fall 2014, we had 14 mentors; fall 2015, we had 13 mentors.   |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The strong assessment practices of the department were noted in the Commendations – the department’s assessment work is truly a strength, and something to be emulated by other departments. However, it was noted by the Review Team that assessment data was not provided for some of the program outcomes, and while the Review Team has no doubt that assessment of these program outcomes is occurring, would just remind the department to report these results fully in the next Program Review. Also, many of Sinclair’s General Education outcomes are assessed in the Annual Portfolio Show and the First and Second Year Assessments – can this be expanded to include all General Education outcomes? In making this recommendation, the Review Team wants to again emphasize that these suggestions represent small tweaks to the impressive and robust assessment practices that the department currently employs – overall the department’s assessment work is spectacular. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | Through the Department’s Annual Portfolio Show (spring term), we continue to capture and track assessment data in order to assist in reviewing and improving the VIS and IND curriculum. Currently, we assess the following general education outcomes during the event:* Computer Literacy
* Information Literacy
* Oral Communication
* Written Communication
* Critical Thinking

A review of the current first and second year assessment/rubric is being completed Spring 2016.Through class projects, the following courses assess mastery in cultural diversity:* VIS 1100: Design Basics
* IND 1180: History of Interior Design
* IND 1230: Residential Design
* IND 2130: Non-resident Design
* IND 2140: Sustainable Design

We are in the process of developing a format to track and report the data for this general education outcome. We are also in the process of developing a way to collect data from students’ capstone/service learning projects that include many of the general education outcomes. We are currently working with David Bodary. A survey has been generated by the Service Learning office for our students to complete: [https://www.surveymonkey.com/r/5YDVY63](https://mail.sinclair.edu/owa/redir.aspx?SURL=Dl89Xffwz96tGgS9XJOgY7Q_XLyBrek76foRRccujdG03S4go2HTCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHMAdQByAHYAZQB5AG0AbwBuAGsAZQB5AC4AYwBvAG0ALwByAC8ANQBZAEQAVgBZADYAMwA.&URL=https%3a%2f%2fwww.surveymonkey.com%2fr%2f5YDVY63" \t "_blank) |
| In the self-study the department suggested development of relationships with Workforce Development that would allow them to provide non-credit instruction – the Review Team strongly recommends that the department initiate steps to begin working on these relationships. In doing so, it is recommended that the department partner with Workforce Development to create offerings that could be articulated for credit into its academic programs – models for this currently exist in Workforce Development agreements with other departments. The department should work through the dean, and if necessary, the Provost’s Office in the establishment of these relationships. | In progress [ ] Completed [ ] No longer applicable [ ]  | To date, we have not initiated conversations with Workforce Development.  |
| One topic of discussion during the meeting with the review team was the excellent consortium arrangement that the department has with Wright State whereby Wright State students take studio courses at Sinclair that count toward their Bachelor of Fine Arts. It was noted that many Wright State students are unaware of this opportunity, and the department is encouraged to develop strategies to inform more Wright State students of this opportunity. It is recommended that the department reach out to Sinclair’s campus marketing, and develop creative strategies if additional resources are needed. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | To promote our degree programs and certificates in visual communications and interior design, poster designs (print and digital) are being developed to continue marketing to Wright State’s BFA students, as well as area high school students.  |
| The department’s capacity for self-reflection was noted at length in the Commendations – in the self-study the department suggested implementing a yearly self-review. The Review Team recommends that the department adopt this practice, and further recommends that it takes place in conjunction with the preparation of the department’s Annual Update submission to the dean and the Provost’s Office. Formalizing a process for an annual self-examination is an excellent idea. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | The Department has scheduled a formal annual self review, including a SWOT analysis, to enhance program outcomes in the curriculum. The Review is scheduled for April 22, 2016. This process will be an annual meeting for the department. |
| It was suggested during the meeting with the Review Team that there are students who are unaware of opportunities to proficiency out of VIS courses who could possibly benefit thereby – with the view of increasing student completion, the department is encouraged to find ways to inform students of proficiency opportunities, and to monitor whether the number of students taking advantage of these opportunities increases as a result of their efforts. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | The Department has taken steps to ensure students are aware of proficiency opportunities:1. Information is reviewed during the Department Orientation for students (done twice/year)
2. Information has been shared this spring (2016) with academic counselors as they assist students with the MAPs
3. Information is posted on the department website
4. High schools that are part of the Tech Prep programs are made aware of the opportunities through their course instructors.

We will begin to monitor the numbers in order to track and report the progress. |
| The department noted the challenges of expanding its high school offerings. With the advent of College Credit Plus, the department is strongly encouraged to continue its efforts to increase its offerings to high school students. The department should engage in a formal analysis of these challenges, and in consultation with Sinclair’s College Credit Plus office, should develop an explicit strategy for increasing high school student participation and success in the department’s course offerings. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | The Chair has met with Melissa Tolle, Director of School & Community Partnerships, to discuss the process of recruiting and increasing CCP offerings (1/22/16). Currently, there are no formal processes in place.As well, the chair met with the Associate Director of Career, Technical Education and College Readiness, Dayton Public Schools, to discuss potential offerings at Ponitz CTC and Dunbar High School (2/8/16). More discussions to come.The Department is in the process of brainstorming potential CTC high schools where we can offer CCP courses. We recognize that many of the schools we are looking at are currently part of the Miami Valley Tech Prep Consortium. **Stebbins High School** has submitted a CCP request for spring, 2017.Kyle Fisk and Diana Leakas are developing marketing materials to promote our program to area junior/senior high school students. |
| The department has set a goal for development of online courses for one or more design history courses – the department is encouraged to pursue this goal, but in ways that preserve the “hands on” nature of the discipline. The Center for Teaching and Learning provides resources that can be helpful in this regard. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | Beginning April, 2016, Amanda Romero and Diana Leakas will be working with Web Course Development to begin the process of developing an online course for VIS 1180. |
| Finally, the department has noted the possibility for improved learning with consolidated lecture/lab instructional spaces. Consolidation efforts involving Health Sciences departments may provide ‘ripple effect’ opportunities for similar consolidation for other departments, and as the Health Sciences initiative progresses the department is encouraged to move in this direction as the opportunity arises. | In progress [ ] xCompleted [ ] No longer applicable [ ]  | We are collaborating with the Art Department to have our students utilize their Photography Lab to better enhance their course projects and final portfolio. This collaboration began Spring, 2016. |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?
 x Yes**

[ ] **Yes** [ ] **No If yes, please list the course:**
Course projects have been developed to assist in mastering cultural diversity and global citizenship in the following required courses:

* VIS 1100: Design Basics
* IND 1180: History of Interior Design
* IND 1230: Residential Design
* IND 2130: Non-resident Design
* IND 2140: Sustainable Design

Student are assessed and graded. We will begin working on capturing the data for reporting purposes.

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

[ ] **Yes** [ ] **No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

[ ] **Yes** [ ] **No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?** Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Recognize, understand and use the language and jargon of interior design. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Appropriate Use of Language” was 4.46 out of 5.0.  |
| Discuss the history, fundamentals and basic theories of interior design. | VIS 1100VIS 1180IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2014-15 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Understanding the history of interior design” was 4.46 out of 5.0. For IND graduates, the aggregate average for “Understanding theories of interior design” was 4.46 out of 5.0.  |
| Apply critical thinking and creative problem- solving skills to a variety of interior design problems. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2014-15 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Evidence of Critical Thinking” was 4.5 out of 5.0. |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100 VIS 1110VIS 1140IND 1230IND 1234IND 1240IND 2130IND 2135IND 2260CAT 1101 | 2014-15 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Verbal Communications” was 4.54 out of 5.0. |
| Develop floor plans, interior views and other relevant design documents using traditional and computer-based methods. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260CAT 1101 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Develop Relevant Drawings and Documents” was 4.67 out of 5.0.For IND graduates, the aggregate average for “Appropriate Use of Themes and Elements” was 4.56 out of 5.0. |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260ENG 1101COM 2206 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Evidence of Professional Presentation” was 4.68 out of 5.0. For IND graduates, the aggregate average for “Professional Portfolio” was 4.82 out of 5.0. For IND graduates, the aggregate average for “Verbal Communications” was 4.54 out of 5.0.  |
| Demonstrate an understanding of the business fundamentals of interior design. | IND 2260CAT 1101MRK  | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Knowledge of Design Practice” was 4.56 out of 5.0. |
| Recognize, understand and use the language and jargon of design. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Appropriate use of design language” was 4.16 out of 5.0.  |
| Discuss the history, fundamentals and basic theories of design. | VIS 1100VIS 1180VIS 1208VIS 2110VIS 2120VIS 2160 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Understanding the theories of design” was 4.23 out of 5.0. |
| Apply critical thinking and creative problem-solving skills to a variety of design problems. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Evidence of Critical Thinking” was 4.31 out of 5.0. |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Verbal Communications” was 4.22 out of 5.0. |
| Develop print, animation and new media concepts using traditional and computer-based design tools. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Use of appropriate media” was 4.46 out of 5.0. |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260ENG 1101COM 2206 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Evidence of Professional presentation” was 4.5 out of 5.0. For VIS graduates, the aggregate average for “Verbal communication” was 4.22 out of 5.0. |
| Demonstrate an understanding of the business fundamentals of visual communications. | VIS 2260MRK 2102 | 2014-15 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Knowledge of design practice” was 4.22 out of 5.0. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  | Beginning Fall, 2016, students will be taking digital color photography (ART 2265), instead of black and white photography (which utilizes the traditional process/method). The use commercial photography can enhance the students’ coursework and their final portfolio. |
| **How will you determine whether those changes had an impact?**  | “Photographic Skills” will be assessed during our Annual Portfolio Show. For 2014-15, the aggregate average was 3.98. We would like to see an increase in this average for 2016-17. |