

**Introduction to The Program Review Process for Instructional Programs**



Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

<b>Basic Program Information</b>
----------------------------------

Department Name: Graphic Design

Program Mission(s):

**The mission of the Graphic & Interactive Design Department at Foothill College is to provide the finest of instruction in the use of contemporary graphic arts techniques for the vocational and avocational student. We will provide a rich and thorough grounding in the skills and aesthetics of graphic & interactive design to allow our students to succeed in transfer and as commercial practitioners in the changing professions of graphic & interactive design. The Graphic & Interactive Design Program offers training for careers in the exciting, dynamic fields of graphic design, design for the Web, multimedia, illustration and digital publishing. Students enrolled in this Program develop basic and advanced skills in the important traditional processes of layout, design and drawing while cultivating proficiencies in the leading-edge digital graphics technologies. Students receive a balance of instruction that includes traditional, computer and general education courses that are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Internships, student aid positions and on-the-job training opportunities are available to qualified students who are enrolled in the program.**

Program review team:

Name	Department	Position
Carolyn Brown	GID	Instructor
Kent Manske	GID	Instructor
Joe Ragey	GID	Instructor

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Graphic & Interactive Design	A.A. (Associate in Arts)	90
Graphic & Interactive Design	C.A. (Certificate of Achievement)	61
Graphic & Interactive Design	S.C. (Skills Certificates)	12

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Annual Instructional Program Review Template for 2011-2012

**Section 1. Data and Trend Analysis**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcribable Program	2008-2009	2009-2010	2010-2011	% Change
Graphic & Interactive Design AA	5	6	6	20%
Graphic & Interactive Design CA	1	1	3	200%

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	813	896	1036	16%
Productivity (Goal: 546)	505	574	291	-49%
Success	641	706	830	18%
Full-time FTEF	2.3	2.4	5.2	117%
Part-time FTEF	1.0	0.7	1.5	113%
Full-time Staff	0	0	0	0
Part-time Staff	0	0	0	0

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
<b>GID 1</b>	38	610	22	26	417	18	39	729	21
<b>GID 32</b>				59	548	44	111	534	81
<b>GID 38</b>	17	316	17	22	409	18	17	358	11
<b>GID 40</b>	22	409	18				21	393	19
<b>GID 42</b>							20		18
<b>GID 50</b>	171	657	120	202	827	146	186	811	145
<b>GID 51</b>	54	569	43	48	1012	39	46	35	40
<b>GID 52</b>	21	381	19	15	278	12	30	632	23
<b>GID 54</b>	28	590	22	31	653	25	32	599	28
<b>GID 56</b>	65	684	47	54	569	39	31	653	28
<b>GID 60</b>	28	416	19				45	675	34
<b>GID 61</b>	18	305	16	25	449	22	17	394	12
<b>GID 70</b>	46	413	38	57	1023	44	40	556	30
<b>GID 71</b>	28	590	18	44	817	26	34	815	24
<b>GID 74</b>	28	756	22	26	703	19	24	506	16
<b>GID 76</b>	20	372	17	22	408	16	21	466	18
<b>GID 80</b>	20		14				28	590	23
<b>GID 84</b>	17	358	14	27	569	10	26	548	15
<b>GID 90</b>	23	428	17	23	427	23	23	364	18
<b>GID 92</b>	18		15	26	268	23	37	253	30

**Annual Instructional Program Review Template for 2011-2012**

<b>GID 93</b>				22		20	30		28
<b>GID 150X</b>	27	30	25	29	42	27	79	1094	79
<b>GID 151X</b>	18	83	17	27	153	26	88	637	85
<b>GID 151Y</b>	24	713	22	11		11	9		9
<b>GID 151Z</b>							2		1

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- Enrollment increases each year **813, 896, 1036**
- WSCH fluctuates **5784, 6227, 5865**
- Productivity **505, 574, 291** < this -49% decrease likely correlates to raise in FTEF
- FTEF jumped **3.0, 2.8, 5.9** (jump to 5.9 is VERY puzzling) should it be 2.9?

*We are not sure if data is skewed because:*

1. **both Manske & Ragey teach in both ART and GID**
2. **Some classes are cross-listed in both ART and GID**

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates
  - b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

2008-2009

**5 AA** = Associate in Arts Degree 90 units  
**1 CA** = Certificate of Achievement 61 units  
**? SC** = Skills Certificate 12 units

2009-2010

**3 AA** = Associate in Arts Degree 90 units  
**1 CA** = Certificate of Achievement 61 units  
**? SC** = Skills Certificate 12 units

2010-2011

**6 AA** = Associate in Arts Degree 90 units  
**3 CA** = Certificate of Achievement 61 units  
**8 SC** = Skills Certificate 12 units

Annual Instructional Program Review Template for 2011-2012

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

**GID Productivity has been 505, 574, 291 < this -49% decrease puzzles us and is addressed above.**

**Factors that affect GID productivity include:**

- Studio classes in room 1801 have seating for 24. Due to room size, some classes with over 20 students can become unsafe.

**We are very careful to schedule classes based on meeting adequate enrollment. Example: Graphic Design Studio III is offered only one time per year.**

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

**Several courses, GID 38: Print Arts I and GID 90: Book Arts I have had beginning enrollment in the low 20's. These courses are now cross-listed again with art and have seen an increase in enrollment.**

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
- b. Comment on program mapping and how it ties to the college Mission(s).
- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

a. yes

**b. The GID department commits itself to providing access to outstanding educational opportunities for all of our students. The GID programs include basic skills, career preparation, lifelong learning, and transfer courses, the members of the GID department are dedicated to the achievement of learning and to the success of our students.**

**c. The following courses cross-list. Courses are relevant for students studying**

Annual Instructional Program Review Template for 2011-2012  
**art and design. Cross-listing aids in marketing.**

**GID 01: History of Graphic Design**  
**ART 36: History of Graphic Design**

**GID 30: Paper Arts I**  
**ART 30: Paper Arts I**

**GID 38: Print Arts I**  
**ART 69: Print Arts I**

**GID 42: Etching & Intaglio Printing**  
**ART 37: Etching & Intaglio Printing**

**GID 44: Relief Printing**  
**ART 38: Relief Printing**

**GID 46: Screenprinting**  
**ART 39: Screenprinting**

**GID 48: Monoprinting**  
**ART 49: Monoprinting**

**GID 74: Digital Art & Graphics**  
**ART 56: Digital Art & Graphics**

**GID 90: Book Arts I**  
**ART 96: Book Arts I**

**d. We need to review recent changes in UC, CSU and Art School degrees and courses to make sure our program is keeping current with their upgrades. Foundation courses have been changing significantly as of recent as Universities are charting new ground in the arts.**

**We need to update our course numbers to accurately reflect UC and CSU transfer. Those changes will be completed in winter quarter 2012.**

**Our industry advisory group advised us to set up opportunities for students that encourage teamwork and collaboration and to build our internship program. Our existing internship program just had a major setback as a new course “Visual Arts Internships” was rejected by the Foothill Administration. We will try again next year with new ideas. Until then, existing student internships will decline as faculty cannot afford to volunteer the additional time required to manage them outside of the classroom.**

**e. yes**

## Annual Instructional Program Review Template for 2011-2012

a. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

NA

b. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Many courses in our Core transfer to UC and USC based on articulation agreements. Other courses transfer as electives.

c. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

XXX

### Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

#### Unit Assessment Report - Four Column

Foothill College

#### Program (FA-GID) - Graphic & Interactive Design AA/CA

**Mission Statement:** The Graphic & Interactive Design Program offers training for careers in the exciting, dynamic fields of graphic design, design for the Web, multimedia, illustration and digital publishing. Students enrolled in this Program develop basic and advanced skills in the important traditional processes of layout, design and drawing while cultivating proficiencies in the leading-edge digital graphics technologies. Students receive a balance of instruction that includes traditional, computer and general education courses that are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Internships, student aid positions and on-the-job training opportunities are available to qualified students who are enrolled in the program.

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (FA-GID) - Graphic & Interactive Design AA/CA - 1 - Students will understand the design process from sketching to final comprehensive.	<p><b>Assessment Method:</b> Class projects and exit portfolio will demonstrate student success</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> A successful student will present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process</p>		
PL-SLO Status: Active			
Program (FA-GID) - Graphic & Interactive Design AA/CA - 2 - Students will be able to create unique graphic designs that communicate ideas to others.	<p><b>Assessment Method:</b> Portfolio review will determine student success. Class projects and exit portfolio will demonstrate student success</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> All students will present a final comprehensive portfolio consisting of 20 to 30 creative graphic design works that will demonstrate competency in GID.</p>		
PL-SLO Status: Active			

### 2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Note: MS WORD does not import multi page PDF documents. We have provided the info from the TRACDAT PDF file (34 pages) attached the document to this program review packet. Please see attached

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

**2.3.a Course-Level SLO**

What findings can be gathered from the Course Level Assessments?

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Individual faculty reports through CL-SLO assessment tables confirm that we are meeting the needs of our students in support of our program goals and program outcomes. We are pleased with the current feedback we receive from both students and our Tech Ed Prep program advisory committee

Faculty, counselors and department web site could better guide students in recommended course sequence. We will arrange to meet with counseling department to assist in helping them

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

SLO's are relevant and effective and are reviewed by the teaching team each quarter to ensure that adjustments to the SLO's are current with findings, assessments and reflections.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

We have just begun this process however we have already noticed that students that take courses in the order we suggest, do better in progressive coursework. This leads to better overall student outcomes.

**2.3.b Program-Level SLO**

What summative findings can be gathered from the Program Level Assessments?

We have just begun this process. The current PLO goals are being met with constant revisions and updates to COR. We are working with our advisory committee to determine future goals for GID and improving our overall program with increased access to software training via electronic video lessons from online video training sources.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

## Annual Instructional Program Review Template for 2011-2012

Changes anticipated via the renumbering of courses to articulate to UC, should allow for additional increases in transfers to four year institutions. Articulation with existing programs and the creation of a transfer degree should assist in this process.

**2.4 Annual Action Plan and Summary:** Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<b>1- Renumber courses to articulate to UC</b>	Improve degree transfer	Increase student ability to transfer to 4 year schools	Allow students to transfer to 4 years school

### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

#### 3.1 Program relation to college mission/core missions

The GID department commits itself to providing access to outstanding educational opportunities for all of our students. The GID programs include basic skills, career preparation, lifelong learning, and transfer courses, the members of the GID department are dedicated to the achievement of learning and to the success of our students.

## 3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1</b> Student Exit Portfolios. Establish criteria including faculty/student procedures. Secure student & faculty web server storage space for both portfolio and job search opportunities and internal/external marketing.	1 year	Portfolio exit course has established firm criteria for faculty review of course work , website format, social networking for work force support and	Action required: Continue to update exit portfolio criteria and standards based on changing market and academic data
<b>2</b> Strengthen relationship with local advisory members. Provide stipend. Network and share resources with other Fine Arts vocational programs.	1 year	Met with advisory committee in October 2011. Determined program effectiveness and overall health of Tech Prep course work in line with transfer and degree goals.	Ongoing communication with Advisory Committee is recommended.
<b>3</b> Student Communities: Set up and advise student clubs and social networking sites with the assistance of students. Market these opportunities and encourage participation in these and existing professional practices activities sponsored by GID.	1 year	Set up a successful internship program. This program will now collapse because college will not support the program with curriculum based courses that provide faculty load. Faculty do not have the time for this as an additional volunteer service.	Will explore other models for internship programs. Current model is under review. Internship opportunities are changing due to current economic conditions.
4. Peer communication. Strengthen peer communication within department and with other departments via more face-to-face meetings. Set up system to share resources. Work with other departments to produce yearlong schedules as GID has done for seven years.		We are working with ART department on a joint year-long schedule.	
<b>5.</b> Student Communities. Set up and advise student clubs and social networking sites with the assistance of students.		We set up a Facebook site. Current upgrades to FB site include ongoing news related to departmental. Local and	

Annual Instructional Program Review Template for 2011-2012

Market these opportunities and encourage participation in these and existing professional practices activities sponsored by GID.		regional activity related to program goals.	
<b>6.</b> Document GID History. Create data-based driven web archive of the history of work produced by students and events/activities put on by GID at Foothill College. Set up a system for easy upload of new work and information to data-base by faculty and students.		We have an online gallery operated by faculty members.	

**Annual Instructional Program Review Template for 2011-2012**

**3.3 New Goals: Goals can be multi-year**

<b>Goal</b>	<b>Timeline (long/short-term)</b>	<b>Supporting Action Steps from section 2.4 (if applicable)</b>	<b>How will this goal improve student success or respond to other key college initiatives</b>
1. Revisit articulation agreements for all classes. Make needed changes to re-articulate courses that have fallen out of articulation status.	1- year	Work with college articulation to determine current and anticipated renumbering of courses to support transfers	Improve articulation and transfer activity.
2 Review the requirements for our Degree. Compare our requirements with recent changes to UC, CSU and Art School foundation requirements. It is noted that many of our traditional core classes are no longer required core at transfer institutions. Based on above research, identify what classes should move from core to electives. We may need to lower the number of units for the core requirements. Lowering core (based on transfer opportunities) would allow students more elective choices, thus allowing students to make course selection decisions based on their career path.	1- year	Meet with department faculty, administration, Tech Ed committee, and articulation officers to ensure strong response and support for change.	Keep program up to date and improve students in planning inline line with CCC Student Success Task Force recommendations
3 Create and publish a “Two-year class schedule” for ART & GID providing students and faculty opportunity to plan ahead.	1- year	Already in process and a two-year schedule is being proofed for release to students and counseling.	This will allow students a strong planning document to assist them in meeting transfer or Tech Prep goals in an orderly timetable.
4. Create and publish a quarter-by-quarter, two-year “Student Planning Guide” to help students	1- year	Already in process and a two-year schedule is being proofed for release to	
4. Create and publish a quarter-by-quarter, two-year “Student Planning Guide” to help students	1- year Program Review: <a href="http://foothill.edu/staff/irs/programplans/">http://foothill.edu/staff/irs/programplans/</a>	Already in process and a two-year schedule is being proofed for release to	12

**Annual Instructional Program Review Template for 2011-2012**

5. Schedule classes based on "Student Planning Guide" so student can earn an AA degree in two-years.	1- year	Departmental meeting to determine best sequence of classes for students to enroll in during two year program	Complete transfer program in a timely fashion according to CCC Student Success Task Force.
6. Increase funding for instructional equipment, instructional supplies, student labor (to assist faculty with tasks such as transitioning online classes to full compliance).	1- year	<p>Re-work current spending pattern to ensure equipment is adequately used, repaired and replaced. Work with student employment on campus to provide job descriptions for work study students.</p> <p>Request additional funds from Tech Prep and Voc Ed sources. See additional outside funding from new sources.</p>	<p>Improve student training with current hardware, software tools.</p> <p>Add compliance to current courses as required by Title 5.</p>
7. Plan and implement use of social media (blog, facebook . .) to A) educate our existing student population and new potential students about opportunities, events, happenings and upcoming classes. B) Build community between college, students and faculty.	1- year	Retrain current faculty to understand the best practices for use of Social Media and blogs to assist students in self - promotional activities that support degree and certificate goals.	Increase connectivity which will allow students to access current trends, information and additional resources to help them meet exit goals in accordance with CCC Student Success Task Force goals.
8. Close Captioning for all online video content on online classes	3- year		ADA Compliance

<b>Section 4: Program Resources and Support</b>
---

4.1 Using the tables below, summarize your program's resource requests.

**Full Time Faculty and/or Staff Positions**

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

**Reassigned Time**

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

**B Budget Augmentation**

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Software for t-shirt printing	\$900	Teach relevant vocational skills	
Student labor to assist with transitioning online instruction to full compliance	\$3000	Meet title 5 requirements.	
Software programming to set up student exit portfolio site	\$4000		
Dedicated GID Server/ Web Hosting Services for storage space for both portfolio and job search preparation classes.	\$1,000		

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Digital Drawing Tablets. 31, Cintiq 12WX LCD Digital	\$31,000	Major purchase to renew and replace existing aging digital equipment to train new media designers and illustrators to current standards	All of the above.

**Draft Annual Program Review Template for 2011-2012**

Photo Polymer plate maker Interflex A4 Platemaker	<b>\$5400</b>		
Screenprinting Vacuum Exposure System Nuarc MSP 3140 CTS, 23 x 31"	<b>\$3400</b>		
Epson ink jet printer for digital film	<b>\$1800</b>		
24 24" x 36" cutting boards	<b>\$1200</b>		
Pantone Color Books	<b>\$600</b>		
air brush	<b>\$80</b>		
belt sander	<b>\$140</b>		
6 metal files	<b>\$120</b>		
blanket set for etching press	<b>\$450</b>		
screenprinting vacume frame	<b>\$700</b>		
20" ink roller	<b>\$400</b>		
press rollers for platen press	<b>\$400</b>		
6 metal ink knives	<b>\$90</b>		
letterpress leading	<b>\$1200</b>		
paper soaking tray	<b>\$280</b>		
matt cutter	<b>\$300</b>		
book press (nipping press)	<b>\$2400</b>		
sewing frames	<b>\$320</b>		
screenprinting bases need to be replaced or repaired	<b>\$2200</b>		
Equipment maintainance & repair for function and safety			
<ul style="list-style-type: none"> <li>• Door entry/exit system on back door</li> <li>• of Studio 1801</li> <li>• Press safety guards</li> <li>• Vent in darkroom</li> <li>• Window exhibition display system</li> <li>• Door stop on back door</li> <li>• Interior shelves</li> <li>• Exterior shelves</li> <li>• Courtyard glass table legs need repair</li> <li>• Exterior plumbing</li> <li>• Water damage above sinks</li> </ul>	Accurate estimates needed from district services.  Estimate by Kent Manske around <b>\$6000</b> .		

One-time/Other: (Release time, training, etc.?)

Draft Annual Program Review Template for 2011-2012

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Faculty care about our students success.	Program has a excellent reputation other colleges and in the surrounding community.
Weaknesses	<p>Our department website does a poor job at helping students to navigate the program and career options. Our advisory committee advised us to improve this.</p> <p>Full-time faculty are not currently practicing graphic designers in the field. We think hiring adjunct faculty could help in this area. We suggest hiring all adjunct faculty from career working applicants</p> <p>Our Summer course offerings are minimal.</p> <p>We are not taking advantage of our Advisory Committees offers for continued on-going feedback. We seem to be bogged down with campus business and paperwork which alone takes time away from our primary job- teaching.</p>	The state economy has reduced employment opportunities for graphic designers.
Opportunities	<p>Fine Arts and Communication Division now manages the KCI.</p> <p>The IDEA Center has been upgraded with new equipment.</p>	

Draft Annual Program Review Template for 2011-2012

	ART and GID faculty are meeting together more regularly.	
<b>Threats</b>	The state of the budget, VTEA funding	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

**Loss of software courses for our GID students in Adobe and other internet and web critical areas, at FHC due to elimination of CAST- COIN classes will require a new strategy for additional training and student support for students in GRAPHIC and INTERACTIVE DESIGN. The current solution is to outsource software training to online providers as an optional support device for our students and an additional component of our classes.**

**We expect some potential loss of student population from the face to face classes due to this cutback, but anticipate that the ONLINE course offerings will remain strong and increase in enrollment as more students seem to demand online training opportunities**

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

**Loss of campus-based offerings due to online expansion is of a concern to all faculty and students during this continued transition to online learning campus wide. We continue to see smaller campus based classes in favor or larger online sections. The lack of face to face connectivity with our design students creates a need for additional methods of innovative classroom and online teaching practices, student feedback methods and participation technologies. This requires constant improvement of course content to reflect the needs of our students in support of rigor in our courses**

5.4 Address the concerns or recommendations that were made in prior program review cycles.

**The concerns continue to be the same: Lack of funding, need for additional staff and the need for faculty support. We have the support of a larger more robust online course offering cycle with the need for additional online qualified instructors.**

**Lack of funding for new equipment currently used in the area of digital illustration is a constant concern and the impacted IDEA lab does not allow for adding increased equipment. Suggest a solution of increasing the IDEA lab capacity or adding a second discipline specific lab to support digital training in Graphic Arts separate from Music Tech.**

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

**Our productivity has improved mainly through our increased online offerings and the willingness of instructors to teach multiple combined online-hybrid and face-to-face sections as one load to meet enrollment goals. The positive trends are increased enrollment, retention and positive reactions by students to the GID program. Our online courses now use several innovative methods for online teaching including VOICETHREAD and JING VIDEO in multiple classes.**

#### **Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

**The GID Program is excellent. Student exhibits in the Library and KCI have had wonderful reviews. The facility is fantastic and the division has just added a second lab in the KCI to alleviate crowding caused by division-wide increases in course offerings in the IDEA Lab.**

6.2 Areas of concern, if any:

- I am concerned that changes in repeatability at the state level will cause a precipitous drop in some areas of GID. This drop (should it materialize) will negatively affect the amount of FTEF allotted to GID (fewer classes will be offered).**
- The fact that productivity has declined 49% and WSCH is down 6% is a matter of great concern.**

6.3 Recommendations for improvement:

- Reassess scheduling – classes that are dropping in enrollment and productivity should be scheduled less frequently.**
- Consider moving some offerings to Community Based Ed.**
- Develop more online classes to balance lower enrolled on campus offerings.**
- Develop new web design classes that can pick up the loss of CAST and COIN.**

6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College

### Program (FA-GID) - Graphic & Interactive Design AA/CA

**Mission Statement:** The Graphic & Interactive Design Program offers training for careers in the exciting, dynamic fields of graphic design, design for the Web, multimedia, illustration and digital publishing. Students enrolled in this Program develop basic and advanced skills in the important traditional processes of layout, design and drawing while cultivating proficiencies in the leading-edge digital graphics technologies. Students receive a balance of instruction that includes traditional, computer and general education courses that are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Internships, student aid positions and on-the-job training opportunities are available to qualified students who are enrolled in the program.

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (FA-GID) - Graphic & Interactive Design AA/CA - 1 - Students will understand the design process from sketching to final comprehensive.	<p><b>Assessment Method:</b> Class projects and exit portfolio will demonstrate student success</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> A successful student will present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process</p>		
Program (FA-GID) - Graphic & Interactive Design AA/CA - 2 - Students will be able to create unique graphic designs that communicate ideas to others.	<p><b>Assessment Method:</b> Portfolio review will determine student success. Class projects and exit portfolio will demonstrate student success</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> All students will present a final comprehensive portfolio consisting of 20 to 30 creative graphic design works that will demonstrate competency in GID.</p>		

# Unit Course Assessment Report - Four Column

Foothill College

## Program (FA-GID) - Graphic & Interactive Design AA/CA

**Mission Statement:** The Graphic & Interactive Design Program offers training for careers in the exciting, dynamic fields of graphic design, design for the Web, multimedia, illustration and digital publishing. Students enrolled in this Program develop basic and advanced skills in the important traditional processes of layout, design and drawing while cultivating proficiencies in the leading-edge digital graphics technologies. Students receive a balance of instruction that includes traditional, computer and general education courses that are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Internships, student aid positions and on-the-job training opportunities are available to qualified students who are enrolled in the program.

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Art (ART) - ART 20A - COLOR</p> <p>I - 1 - Technical - A successful student shall recognize the components of color, hue, value, chroma, and identify appropriate usage, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage, learn how to handle image under different circumstances in all art classes, and these tools are taught by demonstration and display work in a professional manner through mounting, matting or other methods. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluate technical expertise in the mixing, judging, &amp; application &amp; neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 80% success in finding correct color and applying it without streaks by week 11.</p>	<p>12/02/2010 - At this point most students use the right mix of water to paint and can achieve smooth, matte results. More difficult is judging the color before it dries, as it will change. Work will improve with practice. Most students who work with digital media mix hues with use of layers, graduated color, and brushes at this point, and no longer ?click? for color</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>IL-SLO Reflection:</b> Would be helpful to make short videos demonstrating best methods.</p>	
<p>Course-Level SLO Status:</p> <p>Active</p> <p>Department - Art (ART) - ART 20A - COLOR</p> <p>I - 2 - Principles - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads, dyads, tetrads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</p>	<p><b>Assessment Method:</b> Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p>	<p>12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 12/01/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Portfolio Review</p>	<p>this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Some hand-outs may need revision to give more clear instruction. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student shall be able to evaluate works and distinguish strengths or weaknesses. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal &amp; critical thinking skills and correct terminology.</p>	<p>06/07/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing &amp; critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>IL-SLO Reflection:</b> -Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		writing skills.	
	<p><b>Assessment Method:</b> Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p><b>Target:</b> 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal &amp; critical thinking skills and correct terminology.</p>		
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Analyze - A successful student will be able to analyze visual communication in historical and cultural context. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul>	
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 2 - Interpret - A successful student will be able to interpret images, symbols and typography. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> <li>- ART 36: History of Graphic Design</li> </ul> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> <li>- GID 01: History of Graphic Design</li> </ul>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Art (ART) - ART 4A - DRAWING I - Value - A successful student will be able to observe, identify and apply the logic of light and shadows in a representational drawing. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Demonstrated correct use of multiple tonal values in a charcoal drawing exercise</p>	<p>- ART 36: History of Graphic Design</p>	<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half tones, highlights, form shadows, core shadows, reflected light and cast shadows in chiaroscuro charcoal drawings. In every class exercise, students were successful rendering a drawing with the logic of light.</p> <p>Students were also successful using chiaroscuro vocabulary and terms in class verbal and written class critiques. Students were successful identifying the terms in drawing presentations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>
<p>Department - Art (ART) - ART 4A - DRAWING I - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic principles and elements of design, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.</p>	<p>10/17/2011 - Students were successful using reasoned judgements based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion. Students needed more practice writing in the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/17/2011 - The plan is to have students have more practice writing in the design class.</p> <p>Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more reasoned judgements in class critiques and class discussions.</p> <p>Students will include more drawing vocabulary in all discussions.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	<p><b>Assessment Method:</b> Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p>	<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 56 - DIGITAL ART &amp; GRAPHICS - 1 - Design Principles - A successful student will be able to demonstrate an understanding of basic design principles of visual image making. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Art (ART) - ART 56 - DIGITAL ART &amp; GRAPHICS - 2 - Software - A successful student will be able to demonstrate a working knowledge of computer software. (Created By Department</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>- Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Elements and Principles - A successful student will be able to use design principles and elements effectively in design projects. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate use of design principles and elements in design projects.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Demonstrated correct use of design concepts, design elements and principles in design exercises.</p>		
<p>Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Critique - A successful students will be able to use reasoned judgments based on technical mastery and design principles and elements terminology in design critiques and design discussions. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.</p>	<p>10/17/2011 - Students were successful using some design terminology and reasoned judgements in design critiques and class discussions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/17/2011 - Students have specific design vocabulary review definitions on each class discussion online hand out. Student in the academic year 2010-2011 are now asked to leave 10 or more comments in all class critiques. Students must participate for 3 hours lecture time in all basic two dimensional design classes. The instructor plans to review the book and critique lectures/discussions a the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 69 - PRINT ARTS I - 1 - Tools and Techniques - A successful student can demonstrate use of the tools and techniques associated with a</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p><b>Result:</b></p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>variety of print medium. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
			<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
			<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
			<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
<p>Department - Art (ART) - ART 69 - PRINT ARTS I - 2 - Indirect Medium - A successful student will be able to understand the process involved in developing images in an "indirect" print medium. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
Department - Art (ART) - ART 69 - PRINT ARTS I - 3 - Discussion - A successful			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>student can discuss the aesthetic and technical problems and solutions involved in printing original multiples. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>		
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - Content - A successful student will be able to produce content for books. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 30 - PAPER ARTS I - 1 - Knowledge - A successful student will demonstrate knowledge of various traditions,</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>processes, characteristics and applications of paper. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 30 - PAPER ARTS I - 2 - Construct - A successful student will Construct basic western papermaking equipment and demonstrate safe and environmentally responsible uses. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 32 - T-SHIRT DESIGN &amp; GARMENT PRINTING - 1 - Function - A successful student will demonstrate an understanding of the function of communication design and personal expression in garment printing. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of Projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Project demonstrating communication and expression</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 32 - T-SHIRT DESIGN &amp; GARMENT PRINTING - 2 - Preparation - A successful student will demonstrate an understanding of the preparation of artwork for garment printing. (Created By Department - Graphic &amp; Interactive Design</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Completed project demonstrating competence in the preparation of artwork for</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
(GID)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active	screenprinting.  <b>Assessment Method:</b> Evaluation of student work <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> proper preparation of artwork	12/11/2011 - Learning is happening  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012  <b>IL-SLO Reflection:</b> Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 1 - Tools and Techniques - A successful student will demonstrate use of the tools and techniques associated with a variety of print mediums, including relief (woodcut, linoleum block, intaglio (etching), stencil (screenprint) and monoprinting processes. (Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	  <b>Assessment Method:</b> successful completion of project including making the print matrix (plate) and printing the plate <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> a completed print demonstrating competent use of tools and techniques	12/11/2011 - Learning is happening  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012  <b>IL-SLO Reflection:</b> Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 2 - Process - A successful student will understand the process involved in developing images in an "indirect" medium as demonstrated by making prints. (Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	  <b>Assessment Method:</b> evaluation of completed projects <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> a print demonstrating competence in image, plate and printing	12/11/2011 - Learning is happening  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012  <b>IL-SLO Reflection:</b> Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
Department - Graphic & Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 1 - Language - A successful student will demonstrate an understanding of the	  <b>Assessment Method:</b> creation of artwork <b>Assessment Method Type:</b> Class/Lab Project		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>language of fine art printmaking and digital media. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target:</b> making unique digital prints that demonstrate knowledge of fine art printing</p>		
<p>Department - Graphic &amp; Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 2 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output devices. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> project requiring use of software and hardware</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> making digital prints that demonstrate using hardware and software</p>		
<p>Department - Graphic &amp; Interactive Design (GID) - GID 42 - BEGINNING ETCHING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing images on plates and printing them. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> successful completion of project including planning an image, making the print matrix (plate) and printing the plate</p> <p><b>Target:</b> a print demonstrating competence in image, plate and printing</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 42 - BEGINNING ETCHING - 2 - Multiples - A successful student will produce uniform multiples, to mat, document and present work in proper portfolio form. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> successful completion of project requiring printing multiples, documenting the prints, and presenting the prints</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> printing an edition of prints and preparing them for exhibition or portfolio presentation</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Course-Level SLO Status:</b> Active	Department - Graphic & Interactive Design (GID) - GID 44 - BEGINNING RELIEF PRINTMAKING - 1 - Relief Images - A successful student will demonstrate foundation skills in producing relief images on plates. (Created By Department - Graphic & Interactive Design (GID))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active	Department - Graphic & Interactive Design (GID) - GID 44 - BEGINNING RELIEF PRINTMAKING - 2 - Printing - A successful student will demonstrate foundation skills in hand printing and press printing relief plates. (Created By Department - Graphic & Interactive Design (GID))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active	Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 1 - Principles - A successful student will be able to identify the principles of graphic reproduction and screenprinting. (Created By Department - Graphic & Interactive Design (GID))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active	Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 2 - Prints - A		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>successful student will be able to produce a controlled edition of prints. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 50 - GRAPHIC DESIGN STUDIO I - 1 - Visual Language - A successful student identifies elements of visual language (negative shape, balance, color, focal point, typography) in graphic design work that may include advertising, logo design, poster design, business cards and brochures. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Review of student comments posted in a collaborative discussion forum.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> Student identifies and explains elements of visual language in selected graphic design samples using written presentation means.</p>	<p>12/12/2011 - An appreciable number of students cannot sufficiently complete the written presentations of their knowledge and learning. Many of these students may be able to identify elements of visual language if they were asked to present their understanding and knowledge in an alternative method.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Additional online technology and training or instruction may be necessary to support students in the online sections of this course if the students are going to communicate using modes other than writing.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 50 - GRAPHIC DESIGN STUDIO I - 2 - Software - A successful student will demonstrate technical and expressive fluency in industry-standard software applications. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Review of class and homework projects to assess correct use of software.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.</p>	<p>12/12/2011 - Students need more time using Adobe InDesign. Currently students spend 4 weeks learning Adobe Photoshop, 4 weeks learning Adobe Illustrator, and 3 weeks learning Adobe InDesign. Many students come to class with some prior experience in Adobe Photoshop but no knowledge of the other two applications. Because InDesign is new to all the students there needs to be more time given to the instruction of this application.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Graphic &amp; Interactive Design (GID) - GID 51 - GRAPHIC DESIGN STUDIO II - 1 - Sketches/Layouts - A successful student will produce rough sketches and tight comprehensive layouts using appropriate tools and technology. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Visual review of sketches and comps</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> Correct use of sketches and comps to communicate preliminary design information to clients for projects.</p>	<p>10/23/2011 - Students are able to create successful comps and designs to meet the course objectives</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/11/2011 - No action is needed at this time</p> <p>12/11/2011 - We have incorporated additional software training in this course. Students are required to take GID 70 - Drawing for Designerssto earn the GID AA degree.</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 51 - GRAPHIC DESIGN STUDIO II - 2 - Software - A successful student demonstrates effective use of page layout software to visually communicate ideas and information. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Review of class and homework projects to assess correct use of software</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.</p>	<p>10/23/2011 - Students need to take additional software training courses to properly use the software to create graphic images and designs</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/11/2011 - No action is needed this time. Online software training has been added to this course.</p> <p>10/23/2011 - Advise students to enroll in additional video or classroom based software courses to improve use of software to create better designs</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 52 - GRAPHIC DESIGN STUDIO III - Apply - The design process</p>	<p><b>Assessment Method:</b> completion of design projects</p> <p><b>Assessment Method Type:</b></p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>from conception to completion. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target:</b> projects demonstrating competence in the design process from conceptual development to finished piece</p>	<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 52 - GRAPHIC DESIGN STUDIO III - Construct - Complex design pieces on a professional level. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> design projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> completion of projects demonstrating professional competence</p> <p><b>Assessment Method:</b> completed design projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> production of design projects demonstrating professional practices</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 54 - TYPOGRAPHY - 1 - Identify - A successful student will be able to identify major type families and typefaces by their qualities and characters. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz reviewing type families and typefaces.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Score of 80% or higher on examination, and visual presentation of examples of each major font family.</p>	<p>12/12/2011 - Students are successful in identifying type families and typefaces.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> need to obtain copy of new textbook</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 54 - TYPOGRAPHY - 2 - Principles - A successful student will be able to demonstrate an understanding of typographic design principles and techniques in creating finished projects. (Created By</p>	<p><b>Assessment Method:</b> Visual presentation of a completed typographic poster for a local children's museum</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/12/2011 - Students successfully demonstrated an understanding of typographic design principles and techniques in their finished creative projects.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target:</b> Students successfully demonstrated an understanding of typographic design principles and techniques in their finished creative projects.</p>	<p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> time to research and find information in regards to local non-profit organizations or events.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 56 - WEB SITE DESIGN - 1 - Design Methods - A successful student will be able to demonstrate three ways to design a Web site and identify the differences between them. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students design web sites for class projects.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Design and produce a single-page blog using Blogger, design and produce a multi-page web site using Dreamweaver, design and produce a multi-media web site using Flash.</p>	<p>12/12/2011 - Although the majority of students are successful realizing their design goals using the software tools in the class, changes need to address the needs of the rest of the students so that they can successfully complete the projects. The content of the course needs to include supplemental instruction with the software tools.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> We are continually upgrading to new versions of Adobe Dreamweaver, Fireworks, and Flash to keep techniques current. The existing class materials continually need updating.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 56 - WEB SITE DESIGN - 2 - Software - A successful student will be able to demonstrate technical and expressive fluency in industry-standard software applications. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students complete projects and produce web sites using different software technologies.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Students can edit images using Fireworks, produce HTML pages using Dreamweaver, FTP files using Dreamweaver, produce an SWF file using Flash animation and action script.</p>	<p>12/12/2011 - Students are competent using online tools like Blogger to build a single-page web site. Most students can learn to produce multi-page web sites using Adobe Dreamweaver and Fireworks, lack of familiarity with the software tools stands in the way of success for a small number of students. Students are very motivated to create a multi-media web site using Adobe Flash. The scripting necessary to produce a multi-media site is too challenging for the majority of the students.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p><b>Resource Request:</b> We are always upgrading software. The new versions of Adobe Dreamweaver, Fireworks, and Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 60 - CAREERS IN THE VISUAL ARTS - 1 - Career Options - A successful student will demonstrate an awareness of various career options for visual artists. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students research examples of graphic design careers and participate in discussion forums where they share their findings.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> Student contributes a written explanation of each career option and how it relates to visual art.</p>	<p>12/12/2011 - Student contributes a written explanation of each career option and how it relates to visual art.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 60 - CAREERS IN THE VISUAL ARTS - 2 - Examples - A successful student will be able to identify examples of visual art representing each of ten careers options for visual artists. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students participate in a discussion forum.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> Student contributes an image representing each graphic design career option.</p>	<p>12/12/2011 - Student successfully contribute images representing each graphic design career option.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 61 - PORTFOLIO - 1 - Plan - A successful student will produce a working plan for a portable showcase of artwork. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Instructor will review the written and verbal plan for a working plan for portfolio review</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Well organized written plan, lists, mind-maps and sketches of layouts of portfolio.</p>	<p>10/23/2011 - Students are able to create a written plan for portfolio.</p> <p>Students are able to verbalize a working plan for portfolio</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - No action is needed at this time</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 61 - PORTFOLIO - 2 - Resume - A successful student will write a resume and appropriate letters. (Created By Department - Graphic & Interactive Design (GID)) <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Visual review of student resume and appropriate letters <b>Assessment Method Type:</b> Observation/Critique <b>Target:</b> Well written documents that are complete resumes' based on student goals set forth in course objectives.	10/23/2011 - Students are able to write resumes, appropriate letters for portfolio purposes. Some students need assistance in writing and composition <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Advise students with weak composition skills to enroll in English composition and writing courses. Alert English department to students in need of help.
<b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 61 - PORTFOLIO - 3 - Selection - A successful student will select an appropriate portfolio for one's own work. (Created By Department - Graphic & Interactive Design (GID)) <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Visual review with student of work acceptable for exit portfolio inclusion and an appropriate methods of display to include a website or a hand carried portfolio. <b>Assessment Method Type:</b> Portfolio Review <b>Target:</b> Each student will submit for review 12 to 18 images of work completed during the course of study to be included in the portfolio.	10/23/2011 - Students are able to select 12 to 18 images for inclusion in portfolios <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Most students need a broader amount of work to select from. Advise students to retain work from other art and design courses to include in portfolios
<b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 61 - PORTFOLIO - 4 - Diverse Marketplace - A successful student will select candidate pieces for the portfolio that reflect a culturally-diverse marketplace. (Created By Department - Graphic & Interactive Design (GID)) <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Visual review of portfolios. <b>Assessment Method Type:</b> Portfolio Review <b>Target:</b> A successful selection of 12 to 18 professional design or artworks that reflect the students expertise and talent.	10/23/2011 - Students need assistance in determining correct items to display in portfolios but all students have enough images to include in portfolios <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Alert art and design instructors to advise students to retain quality work for portfolio inclusion.
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Active			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 62 - SERVICE LEARNING</p> <p>PROJECTS - 1 - Business - A successful student will demonstrate an understanding of the business of a graphic designer. (Created By Department - Graphic &amp; Interactive Design (GID))</p>	<p><b>Assessment Cycles:</b> 2011-2012</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 62 - SERVICE LEARNING</p> <p>PROJECTS - 2 - Client Need - A successful student will work with clients to define communication needs and find appropriate design solutions. (Created By Department - Graphic &amp; Interactive Design (GID))</p>	<p><b>Assessment Cycles:</b> 2011-2012</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 62 - SERVICE LEARNING</p> <p>PROJECTS - 3 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output. (Created By Department - Graphic &amp; Interactive Design (GID))</p>	<p><b>Assessment Cycles:</b> 2011-2012</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 62 - SERVICE LEARNING</p> <p>PROJECTS - 4 - Project Management - A</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>successful student will manage the pace of projects from conception to completion. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 64A - GRAPHIC &amp; INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 1 - Application - A successful student demonstrate and apply graphic design and related skills in a professional environment. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 64A - GRAPHIC &amp; INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 2 - Teamwork - A successful student will apply professional communication and teamwork skills. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 64A - GRAPHIC &amp; INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 3 - Taking Direction - A successful student will demonstrate the ability to work under supervision and direction. (Created By Department - Graphic</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>&amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 64A - GRAPHIC &amp; INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 4 - Experience/Skills - A successful student will relate experience and skills acquired to classroom didactic learning. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 70 - GRAPHIC DESIGN DRAWING - 1 - Quick Drawing - A successful student will create arresting, on-the-spot drawings quickly. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class drawing assignments</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> Well drawn sketches that reflect the objective of each verbal in-class assignment. Each drawing will use graphic design drawing techniques to accomplish fast methods of communication.</p>	<p>10/23/2011 - Students that practice more, do better in the drawing assignments. Extra time is needed by students that have limited drawing skills to complete well drawn exercises</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - Advise students to draw in sketchbooks each day. Collect and review sketchbooks to critique student drawing progress.</p> <hr/>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 70 - GRAPHIC DESIGN DRAWING - 2 - 3-D Objects - A successful student will be able to fabricate solid three-dimensional figures and objects on paper through observation plus the use of research. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Review and critique of in-class drawings by instructor.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> Demonstrated use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough drawings</p>	<p>10/23/2011 - Most students meet the class objectives but all can use additional levels of drawing classes to improve drawing skills</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - Add a second level of Drawing for Graphic Designers and Illustrators</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Visual and verbal review of student drawing exercises <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> The successful student will be able to draw objects using 2 or more light sources for pencil or pen drawn objects or anatomy that allow the viewer to view light and shade, and shadow in each drawing	10/23/2011 - All students are able to complete drawing with lighted objects. Practice and improved observational skills are needed to insure continued student success. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Assign additional drawing exercises to improve skills _____
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Visual and verbal review of in-class and homework assignments that demonstrate correct methods of layout and design <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> Well drawn preliminary thumbnail ideas, beginning concepts and rough layouts that use professional design drawing techniques acceptable to class standards.	10/23/2011 - Most students are able to demonstrate improved presentation techniques by the completion of the class. Additional practice will improve techniques over time. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Add additional skills exercises to course materials to improve student success. _____
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Direct visual observation of drawing methods, participation in verbal discussion topics and in class feedback and response session of students. <b>Assessment Method Type:</b> Observation/Critique <b>Target:</b> Student participates in class interaction, discussions and feedback session in each class.	10/23/2011 - Students understand both the language and the techniques of storyboards. Additional practice is needed to ensure student success. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	10/23/2011 - Add vocabulary lists and practice sheets for students to use during class and homework assignments to ensure student success. _____

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Graphic &amp; Interactive Design (GID) - GID 71 - STORYBOARDING - 2 - Linear/Non-Linear - A successful student will be able to produce linear and non-linear storyboards. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Class projects will be given that allow students to draw linear and non-linear storyboards</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Well drawn storyboards that demonstrate the correct use of visual storytelling methods</p>	<p>10/23/2011 - Students draw better with practice. Additional drawing course and exercises are beneficial to all students to ensure student success</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - Add additional exercises and drawing skill level assignments to ensure student success</p> <hr/>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 71 - STORYBOARDING - 3 - Tools - A successful student will be able to demonstrate facility with hand tools and rendering surfaces. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Drawing assignments that allow students to demonstrate the proper use of drawing tools and paper substrate surfaces and new digital tools.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Students will create well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital.</p>	<p>10/23/2011 - Students require more time to master drawing methods</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - Allow more time for in-class assignments and add more practice work to homework assignments</p> <hr/>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 71 - STORYBOARDING - 4 - Presentation - A successful student will create storyboards for class critique and portfolio presentation. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Visual and Verbal review of presentation of storyboards in class by students</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> The successful student will present well drawn storyboards that demonstrate professional presentation and delivery.</p>	<p>10/23/2011 - Most students that practice drawing at home and outside class or that have had additional drawing classes tend to draw better by the completion of the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>10/23/2011 - Add notebook practice drawing work and assignments for all students.</p> <hr/>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 74 - DIGITAL ART &amp; GRAPHICS - 1 - Basic Design - A successful student will be able to demonstrate an</p>	<p><b>Assessment Method:</b> evaluation of completed projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>understanding of basic design principles of visual image making. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Target:</b> creation of project that demonstrates design principles</p>	<p>2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 74 - DIGITAL ART &amp; GRAPHICS - 2 - Software - A successful student will demonstrate a working knowledge of computer software. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> evaluation of project requiring use of software and hardware</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> completed project that demonstrates using hardware and software</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 76 - ILLUSTRATION &amp; DIGITAL IMAGING - 1 - Communicate - A successful student will be able to create illustrations that communicate the content of an editorial or narrative of a story. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Completion of illustrations that solve the communication problem.</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 76 - ILLUSTRATION &amp; DIGITAL IMAGING - 2 - Tools - A successful student will be able to effectively use painting and drawing tools to visually communicate ideas and information. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Completion of projects demonstrating competence using painting and drawing tools to solve communication problems.</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 80 - DIGITAL SOUND, VIDEO & ANIMATION - 1 - Elements - A successful student will demonstrate an awareness of elements of time-based media. (Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Class projects require production of video incorporating live action, still photos, transitions, titles, and soundtrack. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> Create an original work of video incorporating live action, still photos, transitions, titles, and soundtrack.	12/12/2011 - Students can successfully express their ideas in an original video incorporating live action, still photos, transitions, titles, and soundtrack. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> video production requires state-of-the art technology and updated software.	
  <b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 80 - DIGITAL SOUND, VIDEO & ANIMATION - 2 - Software - A successful student will be able to Applies basic video editing in iMovie or Moviemaker. Composes original soundtracks in Audacity or ProTools. Applies complex video editing techniques in Adobe Premiere or Final Cut Pro. Produces a web video. (Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> Successful completion of weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro.	12/12/2011 - Students successfully complete weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> video production requires state-of-the art technology and updated software.	
  <b>Course-Level SLO Status:</b> Active			
Department - Graphic & Interactive Design (GID) - GID 84 - MOTION GRAPHICS - 1 - Language/Characteristics - A successful student will demonstrate an awareness of the language and characteristics of motion graphics. (Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Follows instructions which include motion graphics specific language. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> Follows instructions which include motion graphics specific language and create an original work of time based media.	12/12/2011 - Although most students can create a piece of timebased media which demonstrates the characteristics of motion graphics. An appreciable number of students cannot sufficiently use the language of motion graphics to explain timebased media. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Active		<p><b>Resource Request:</b> Time-based media requires yearly updates for software and hardware.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 84 - MOTION GRAPHICS - 2 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Applies motion graphics techniques in Adobe Flash.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Successfully applies motion graphics techniques in Adobe Flash to create an original work of time-based media.</p>	<p>12/12/2011 - Students need a more thorough introduction to Adobe Flash and timebased content creation.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Time-based media requires yearly updates for software and hardware.</p>	
<p>Department - Graphic &amp; Interactive Design (GID) - GID 90 - BOOK ARTS I - 1 - Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of competed hands-on projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Bound books demonstrating competence in their construction.</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>
<p>Department - Graphic &amp; Interactive Design (GID) - GID 90 - BOOK ARTS I - 2 - Content - A successful student will be able to produce content for books. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of completed projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> handmade books that contain content requiring critical thinking</p>	<p>12/11/2011 - Learning is happening</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Graphic &amp; Interactive Design (GID) - GID 91 - BOOK ARTS II - 1 - Plan - A successful student will be able to plan, develop and construct books using materials, media and presentation suitable to the book's content. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of completed projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> completion of handmade books that incorporated form, materials and presentation strategies that support the books content</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluation of completed projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> completed handmade books containing content that demonstrate competence from planning to presentation that supports the books concept</p>		
<p>Department - Graphic &amp; Interactive Design (GID) - GID 91 - BOOK ARTS II - 1 - Layout - A successful student will be able to demonstrate an understanding of design, layout and typography in book arts. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> evaluation of completed projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> completed books demonstrating competence in design, layout and typography</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 1 - Define - A successful student will be able to define their own visual communication projects. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Demonstration of planning a competent project for letterpress printing.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Graphic &amp; Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 2 - Process - A successful student will be able to demonstrate an understanding of the design process: information gathering, idea generation, concept development and distribution. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Completed letterpress project demonstrating the design process from start to finish.</p>	<p><b>12/11/2011 - Learning is happening</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/>
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Graphic &amp; Interactive Design (GID) - GID 93 - LETTERPRESS PROJECTS - 1 - Printing Press - A successful student will be able to create letterpress prints using a printing press. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> Completed project demonstrating an edition of prints printed on a printing press.</p>	<p><b>12/11/2011 - Learning is happening</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/>
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Graphic &amp; Interactive Design (GID) - GID 93 - LETTERPRESS PROJECTS - 2 - Evaluate - A successful student will be able to evaluate the content, form and technique of works created using letterpress printing. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Evaluation of critique</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> Demonstration of analyzing letterpress created works via group critique or written evaluation.</p>	<p><b>12/11/2011 - Learning is happening</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Learning is happening</p>	<p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/>
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Graphic &amp; Interactive Design (GID) - GID 94 - BOOK ARTS</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>PROFESSIONAL PRACTICES - 1 - Participation - A successful student will participate in the functions of a book arts organization. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 94 - BOOK ARTS</p> <p>PROFESSIONAL PRACTICES - 2 - Plan - A successful student will be able to help plan, organize and participate in public book arts educational events. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 95 - GRAPHIC ARTS STUDIO</p> <p>PROJECTS - 1 - Process - A successful student will be able to demonstrate an understanding of the design process: information gathering, idea generation, concept development and distribution. (Created By Department - Graphic &amp; Interactive Design (GID))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Graphic &amp; Interactive Design (GID) - GID 95 - GRAPHIC ARTS STUDIO</p> <p>PROJECTS - 2 - Publish - A successful student will demonstrate an understanding the design and publishing process by successfully publishing a document.</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
(Created By Department - Graphic & Interactive Design (GID))  <b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 1 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Music (MUS))  <b>Assessment Cycles:</b> 2009-2010 2010-2011 2011-2012 2012-2013	<b>Assessment Method:</b> Weekly assignments using various software applications are required for this course. <b>Assessment Method Type:</b> Class/Lab Project		
<b>Course-Level SLO Status:</b> Active			
Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 2 - Critique - A successful student will create digital sound, digital video, and animation files for class critique and portfolio presentation. (Created By Department - Music (MUS))  <b>Assessment Cycles:</b> 2009-2010 2010-2011 2011-2012 2012-2013	<b>Assessment Method:</b> Projects are critiqued at the midterm and final in lieu of a written exam. <b>Assessment Method Type:</b> Observation/Critique		
<b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 1 - Production Process - A student will demonstrate a working knowledge of the production processes necessary to create a	<b>Assessment Method:</b> Student will properly expose and process a roll of film, produce a matching contact sheet, make an enlargement from a selected negative, and mount it on mat board for	10/30/2011 - Every student showed that they could produce a set of photographs from the camera stage of the process to the final product of a finished photograph.	10/30/2011 - Although there are four processes listed, within this skill-set, students display various levels of competency for each one. Some

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>silver-based photograph. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>presentation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 90% of students will complete this comprehensive process.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>students prove stronger in camera handling skills, while others show their strength in the processing/darkroom aspects or in print finishing techniques. Students often are so focused on the finished product (photograph) but overlook these four skill areas.</p> <p>In order to strengthen each skill area, it may be better to break these down into a "checklist of competencies" that the student themselves can monitor so that they can identify the area that requires more attention.</p>
<p>Department - Photography (PHOT) - PHOT 1 - BLACK &amp; WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.</p>		
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas. (Created By Department - Photography (PHOT))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))			
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 1 - Production Principles - A successful student demonstrates a working knowledge of basic video production principles. (Created By Department - Video Arts (VART))			
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 2 - Equipment - A successful student demonstrates a working knowledge of basic video production equipment. (Created By Department - Video Arts (VART))			
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 3 - Process - A successful student			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>demonstrates a comprehensive knowledge of the video production process and the skills necessary to function successfully as a member of a production team. (Created By Department - Video Arts (VART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 4 - Analyze Decisions - A successful student analyzes the creative and technical decisions made in the video production process. (Created By Department - Video Arts (VART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Video Arts (VART) - VART 50 - CAREERS IN THE VISUAL ARTS - 1 - Options - A successful student will demonstrate an awareness of various career options for visual and media artists. (Created By Department - Video Arts (VART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Video Arts (VART) - VART 50 - CAREERS IN THE VISUAL ARTS - 2 - Representational Art - A successful student will identify examples of visual art representing each of ten careers options for visual artists. (Created By Department - Video Arts (VART))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<b>Course-Level SLO Status:</b> Active	Department - Video Arts (VART) - VART 87 - MOTION GRAPHICS - 1 - Language - A successful student will demonstrate an understanding of the language and characteristics of motion graphics. (Created By Department - Video Arts (VART))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active	Department - Video Arts (VART) - VART 87 - MOTION GRAPHICS - 2 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Video Arts (VART))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active	Department - Video Arts (VART) - VART 87 - MOTION GRAPHICS - 3 - Form/Content/Technique - A successful student will assess form, content and technique when solving problems in time based media. (Created By Department - Video Arts (VART))		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			