

Program Review at Foothill College

Basic Program Information

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 members:

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

| | |
|------------------------------------|-------------|
| Total number of Full Time Faculty: | 1.9 FT load |
| Total number of Part Time Faculty: | 0.8 PT load |

| |
|-------------------------------------|
| Existing Classified positions: none |
| Example: Administrative Assistant I |
| Example: Program Coordinator |

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 |
|---|-----------------------------------|-----------|

Section 1. Data and Trend Analysis

1 Program Data: (is in the Attached data provided by IR)

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion.

| Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|--|------------------|------------------|-----------------|
| Graphic & Interactive Design AA | 6 | 3 | -50 |
| Graphic & Interactive Design CA | 3 | 1 | -66 |

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

To our knowledge the Division has not tracked this data due to complications in support staff at the Division office level.

| Non-Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|---------------------------------------|------------------|------------------|-----------------|
| Graphic Design Skills Certificate | 0 | 1 | 100% |
| Motion Graphics Skills Certificate | 0 | 0 | 0 |
| Video Design Skills Certificate | 0 | 0 | 0 |
| Book Arts Skills Certificate | 0 | 0 | 0 |
| Printmaking Skills Certificate | 0 | 0 | 0 |
| Printmaking Studio Skills Certificate | 0 | 0 | 0 |
| Garment Printing Skills Certificate | 0 | 0 | 0 |
| Illustration Skills Certificate | 0 | 0 | 0 |
| Web Design Skills Certificate | 0 | 0 | 0 |

1.2 Department Data (see Attached data provided by IR)

| Dimension | 2010-2011 | 2011-2012 | % Change |
|---------------------------------|--------------------------------------|--------------------------------------|-----------------|
| Enrollment | 1085 | 690 | -36% |
| Productivity (Goal: 546) | 317 | 472 | +148% |
| Success | | | |
| Full-time FTEF | see notes below regarding PDL leaves | see notes below regarding PDL leaves | |
| Part-time FTEF | | | |

NOTE: Department Course Data (Attached data provided by IR)

| | 2010-2011 | | | 2011-2012 | | |
|-----------------|-----------|-------|---------|-----------|-------|---------|
| Course | Enroll. | Prod. | Success | Enroll. | Prod. | Success |
| GID 1 | 42 | 673 | 21 | 24 | 360 | 9 |
| GID 32 | 115 | 542 | 81 | 107 | 371 | 71 |
| GID 38 | 17 | 317 | 11 | 12 | 216 | 10 |
| GID 40 | 23 | 429 | 19 | 0 | 0 | 0 |
| GID 42 | 20 | 360 | 17 | 0 | 0 | 0 |
| GID 50 | 201 | 966 | 142 | 115 | 734 | 85 |
| GID 51 | 47 | 434? | 40 | 57 | 514 | 45 |
| GID 52 | 30 | 560 | 23 | 10 | 180 | 9 |
| GID 54 | 34 | 635 | 28 | 40 | 721 | 34 |
| GID 56 | 34 | 635 | 23 | 74 | 733 | 45 |
| GID 60 | 45 | 682 | 34 | 0 | 0 | 0 |
| GID 61 | 18 | 336 | 12 | 11 | 198 | 9 |
| GID 70 | 41 | 566 | 30 | 41 | 739 | 30 |
| GID 71 | 34 | 635 | 24 | 31 | 559 | 16 |
| GID 74 | 27 | 504 | 16 | 20 | 360 | 12 |
| GID 76 | 24 | 448 | 18 | 16 | 288 | 12 |
| GID 80 | 29 | 610 | 23 | 29 | 610 | 20 |
| GID 84 | 28 | 523 | 15 | 28 | 505 | 17 |
| GID 90 | 23 | 429 | 18 | 19 | 342 | 16 |
| GID 92 | 40 | 243 | 30 | 16 | 144 | 16 |
| GID 93 | 30 | #INF | 28 | 17 | #INF | 16 |
| GID 150X | 83 | 700 | 79 | 0 | 0 | 0 |
| GID 151X | 89 | 521 | 85 | 0 | 0 | 0 |
| GID 151Y | 9 | #INF | 9 | 0 | 0 | 0 |
| GID 151Z | 2 | #INF | 1 | 0 | 0 | 0 |

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

- 1 Enrollment trends over the last two 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.
 - a Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.
 - in **2011-2012**
 - Enrollment decreased from **1085** to **690**
 - WSCH decreased from **6,401** to **4,095**
 - Productivity increased from **317** to **472**
 - FTEF decreased from **6.7** to **2.9**

The data seems to be skewed due to PDL and assignments that cross departments. The data may be skewed because:

- 1. that data appeared erroneous in the 2010-2011 report**
- 2. both Brown and Manske were on PDL during this period.**
- 3. both Manske & Ragey teach in both ART and GID**
- 4. Some classes are cross-listed in both ART and GID**

Course success rates

- Total student success dropped from 80% to 75%**
- **Success of targeted groups dropped from 71% to 66%**
- Success of non-targeted groups rose from 79% to 83%**
- Females represent a 80% success rate, males 69% success rate**
- success increases from 72% to 85% as age increases from <19 to >40**
- **all ethnic groups except Filipino have increased percentages of success rates.**
(Filipino success rates decreased by 1%).

The success rate of “targeted groups” does not accurately reflect the success rates of those individual ethnic groups included in the targeted groups. Targeted groups decreased yet the individual ethnic groups that are in the targeted group increased their success rates.

2 Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.

- 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.

2011-2012

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

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

GID Productivity was 472, increasing from 317 in 2010-2011. This is good news and is probably the result of added sections for no load, increased seat counts in some

classes, instructors teaching both hybrid and online as a combined class to increase productivity and enrollment.

We have made significant progress in increasing productivity but still face factors that affect GID productivity including: Studio classes in room 1801 have seating for 24. Due to room size, some classes with over 20 students can become unsafe because of the nature of chemicals and machinery or presses used for printmaking.

We are very careful to schedule classes based on meeting adequate enrollment.

Example: Graphic Design Studio III is offered only one time per year.

Enrollment also varies greatly if the same class is taught in the classroom or online.

Students tend to take level 1, less continue into 2 classes and begin to taper off strongly in level 3 classes. This is a common pattern seen in CC classes, where students seek transfer, not degrees, taking only classes that are acceptable to transfer schools.

- 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?)

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.

More classes and multiple sections of classes are offered online to accommodate larger enrollment in those classes.

- 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? (Please use reports from the Curriculum Office to help you complete this prompt)

Our courses are in compliance with State Curriculum guidelines and are updated on an annual basis to comply with Title 5 regulations.

- b As a department/program, how do you ensure that all faculty are teaching to the COR?

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. Faculty meet to discuss COR curriculum teaching methods and standards. We use leveled textbooks in studio courses

whenever possible to ensure COR guidelines are followed. COR development is based on required industry based standard skill sets and faculty meet to discuss and ensure that we are teaching to the COR as listed in C3MS. Changes to COR are reflected in changes in the classroom teaching materials.

- c Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)

Students are learning to be graphic designers and their exit portfolios exemplify a high standard of success. These exit portfolios are aligned to our PLOs and individual class SLOs. We meet each quarter as GID faculty to discuss and adjust COR, SLOs and PLOs to insure that the departments goals are in line with college mission and we work to meet or exceed these goals in all instances. We also receive feedback from many continuing students that are successful in transfer to 4 year institutions. We are often in email contact with students who are successful in transfer and in part time, and full time job searches.

The following courses cross-list. Courses are relevant for students studying 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 41: Digital Art & Graphics (formerly GID 74)
ART 14D: Digital Art & Graphics (formerly ART 56)

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

d If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

Our industry advisory group advises us to prepare students with a associate's degree for transfer to universities or four-year art colleges. Certificates of achievement are offered for students who need a focused study opportunity to advance their careers.

e If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

Courses are cross-listed with Art. Faculty discuss learning outcomes, teaching strategies and curriculum.

f Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.

Our industry advisory group advises us on the need for more courses that cover the topics of web site design and development and mobile design. The GID department has written a Web Site Design and Development certificate which will be offered in Fall 2013.

6 Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:
<http://foothill.edu/president/basicskills.php>

N/A

7 Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

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

8 Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:
<http://www.foothill.edu/president/workforce.php>

a Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:

- i Continues to meet a documented labor market demand as referenced by industry/occupational report provided.

Our program meets local demand
- ii Does not represent unnecessary duplication of other manpower training programs in the college's service area.

Our program is necessary and is recognized as the only full online graphic design AA/CA degree in the FHDA district.
- iii Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Our program is effectively meeting demand given current employment outlook as provided by local agencies and the US Bureau of Labor Statistics. Continued growth is expected inline with the BLS outlook and with industry association growth predictions such as Graphic Artists Guild and American Institute of Graphic Arts, AIGA .
- iv Please analyze and comment on average salary/wage data in the region.

According to the Bureau of Labor Statistics, the mean average salary is \$43, 500. Employment is expected to go up 13% in 2010 - 2020. Top wage, earned by top 10%, was \$77,000 per year. The BLS acquired data from the Graphic Artists Guild and from AIGA.

b Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.)

Accredited by CCC WASC accrediting agencies and approved by the State of CA.

c Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

Defined service learning projects by students serve the campus and local community in multiple local projects from creating posters for NFP companies to assisting start-ups with GID needed design work.

d Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

None cited at this time due to lack of national reporting standards. Our students meet and exceed portfolio requirements for local employers as noted by successful employment of former students. We have not included other survey data since none exists at this time.

e Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

**Advisory members have agreed to be in consultation with GID faculty via email and small meetings. Our next meeting as a full committee will take place in Winter of 2013. Fall 2011 meeting notes available at:
<http://www.foothill.edu/graphicdesign/advisory/>**

9 Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>

Course completion rates are consistent with student equity except for small populations that do not give accurate percentage rates.

Access and ESL equity are addressed in the course delivery, scheduling, and instructional content to accommodate learners with diverse schedules and language abilities.

a To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Based on FHC data reports and statistics: Asian 83%, White 79%, Latino 76%, African American 39% faculty are committed to increasing success of our African American students. Last year this was nine students.

10 Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Several classes focused on environmental issues and worked closely with the colleges Sustainable Learning Community Committee. Student graphic art was displayed throughout the campus.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections.

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.

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.

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. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. 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.

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

Changes anticipated via the re-numbering 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.

3. If your program has other outcomes assessments at the program level, comment on the findings.

None noted at this time.

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? |
|--|--|--|--|
| 1 continue to revise curriculum | Graduates will understand the design process from sketching to final comprehensive. | All our courses meet transfer and workforce core mission goals. | Students will develop skills relevant to current employment needs and long-term preparation for an evolving profession. |
| 2 write a AA transfer degree to meet new state guidelines for AA transfer degrees | Graphic & Interactive Design AA/CA - 2 - Graduates will be able to create unique graphic designs that communicate ideas to others. | Related to transfer degrees to 4 year colleges and universities. | A state approved transfer degree will enable students to complete degrees without repetition of classes when transferring to other institutions. |
| | | | |

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. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|---|-------------------|--|---|
| 1 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 coursework, website format, and social networking for work-force support | Action required: Continue to update exit portfolio criteria and standards based on changing market and academic data |
| 2 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. |
| 3 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 | | We are working with ART department on a joint year-long schedule. | This project is completed. We now share a joint annual schedule between Art and GID. |

| | | | |
|--|--|--|---------------------------------------|
| up system to share resources. Work with other departments to produce yearlong schedules as GID has done for seven years. | | | |
| 5. 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. | | We set up a Facebook site. Current upgrades to FB site include ongoing news related to departmental. Local and regional activity related to program goals. | This site is current and functioning. |
| 6. 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. | This site is current and functioning. |

3.2 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | Supporting Action Steps from section 2.4 (if applicable) | How will this goal improve student success or respond to other key college initiatives |
|---|-----------------------------------|---|---|
| 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. This action has been completed. All course that articulate have been renumbered to ensure student success and transfer rates. |
| 2 Review the requirements for our Degree. Compare our requirements with recent changes to UC, CSU | 1- year | Meet with department faculty, administration, Tech Ed committee, and | Keep program up to date with CCC Student Success Task Force recommendations 2012- |

| | | | |
|---|---------|--|---|
| <p>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.</p> | | <p>articulation officers to ensure strong response and support for change.</p> | 2013. |
| <p>3 Create and publish a “Two-year class schedule” for ART & GID providing students and faculty opportunity to plan ahead.</p> | 1- year | <p>Already in process and a two-year schedule is being proofed for release to students and counseling.</p> | <p>This will allow students a strong planning document to assist them in meeting transfer or Tech Prep goals in an orderly timetable.</p> |
| <p>4. Create and publish a quarter-by-quarter, two-year “Student Planning Guide” to help students plan goals and complete an AA degree in a two-year period or in a time frame that meets their personal goals. Establish a review system where all students actively use and update this guide when consulting with counselors, faculty and changes to schedules.</p> | 1- year | <p>Already in process and a two-year schedule is being proofed for release to students and counseling.</p> | |
| <p>5. Schedule classes based on “Student Planning Guide” so student can earn an AA degree in two-years.</p> | 1- year | <p>Departmental meeting to determine best sequence of classes for students to enroll in during two</p> | <p>Complete transfer program in a timely fashion according to CCC Student Success Task Force.</p> |

| | | year program | |
|---|---------|--|--|
| 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 |

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.2 |
|----------|-----------|--|
| | | |
| | | |
| | | |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| Position | \$ Amount | Related Goal from Table in section 3.2 |
|----------|-----------|--|
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| | | |

One-time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 3.2 |
|-------------|-----------|--|
| | | |
| | | |
| | | |

Ongoing 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.) |
|---|------------|--|--|
| Student labor to assist with transitioning online instruction to full compliance | \$3000 | Meet title 5 requirements. | Perkins |
| 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 | | |
| Software subscription for Web Site design class | \$75/month | | |
| Software subscription to Lynda.com for 3 full time faculty | \$75/month | | |

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.) |
|----------------------------------|-----------|--|--|
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|---|--------------------------------|---|-------------------|
| 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. |
| Photo Polymer plate maker Interflex A4 Platemaker | \$5400 | | |
| Screenprinting Vacuum Exposure System Nuarc MSP 3140 CTS, 23 x 31" | \$3400 | | |
| Epson ink jet printer for digital film, RIP software and all black ink system | \$2100 | | |
| 24 24" x 36" cutting boards | \$1200 | | |
| Pantone Color Books | \$600 | | |
| air brush | \$80 | | |
| belt sander | \$140 | | |
| 6 metal files | \$120 | | |
| blanket set for etching press | \$450 | | |
| screenprinting vacume frame | \$700 | | |
| 20" ink roller | \$400 | | |
| press rollers for platen press | \$400 | | |
| 6 metal ink knives | \$90 | | |
| letterpress leading | \$1200 | | |
| paper soaking tray | \$280 | | |
| matt cutter | \$300 | | |
| book press (nipping press) | \$2400 | | |
| sewing frames | \$320 | | |
| plexiglas for monoprinting | \$175 | | |
| Two 4-Color 4-Station Screen Printing Press | \$7000 | | |
| T-shirt Printing Conveyor Dryer | \$3000 \$1200 | | |

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|---|---|--|--|
| 40 T-shirt printing screens 20" x 26" | \$3600 | | |
| Exterior shed for locked storage of screenprinting screens | \$500 | | |
| Folding saw horse bases for one color t-shirt printing presses | | | |
| Equipment maintenance & repair for function and safety | | | |
| <ul style="list-style-type: none"> • Darkroom cabinets for screenprinting frames coated with emulsion. • Door entry/exit system on back door of studio • Press safety guards • Vent in darkroom • Window exhibition display system • Door stop on back door • Interior shelves • Exterior shelves • Courtyard glass table legs need repair • Exterior plumbing rerouted for accessibility and conducive to safe operation • Water damage above sinks • screenprinting | <p>Accurate estimates needed from district services.</p> <p>Estimate by Kent Manske around \$8500.</p> | | |

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|---|--|--|--|
| base repair • exterior table display | | | |
|---|--|--|--|

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 an 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 | Fine Arts and Communication Division now manages the KCI. | |

| | | |
|----------------|--|--|
| | <p>The IDEA Center has been upgraded with new equipment.</p> <p>ART and GID faculty are meeting together more regularly.</p> | |
| Threats | The state of the budget, VTEA funding | |

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

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 of 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 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 has been through many changes over the past 10 years, but it appears to me that the program is heading in the right direction, and has made major improvements that bode very well for 2013-2014. Most notably, the addition of several new courses written by Instructor Carolyn Brown with the assistance of Adjunct Instructor Paula Schales:

GID 57/Web Site Design & Development II

GID 58/Web Site Design and Development III

GID 77/Advanced Web Site Design and Development

GID 78/Rapid Web Site Design

These courses will help address the enormous demand for courses that address web development, which is crucial in our service area. I anticipate a growth spurt in GID as a result of their offering.

In addition to the new courses above, the department has developed a Web Site Design and Development Certificate which, hopefully, will increase the number of certificates awarded.

As noted in the data, productivity has increased 148% from 2010-2011. This is due to scheduling classes that can accommodate (and attract) larger numbers of students than GID has served in the past. The department has agreed to only schedule low enrollment classes, such as Graphic Design III once per year, which has served to increase productivity. Cross listing with ART has also helped in many cases, as noted in section 1.3 (4).

The plan to develop an AA-T degree for GID is also very welcome and could serve to increase enrollment in the department.

6.2 Areas of concern, if any:

Enrollment in GID is a matter of great concern, although this is a situation where statistics can be very misleading (as statistics so often are). Although it appears that enrollment has decreased 36%, the fact that so many classes are cross-listed with ART makes this statistic suspect. After looking at the raw data from Banner over the time period in question and including the cross-listed courses, I believe enrollment has remained flat.

Safety is an ongoing area of concern (it always is when dealing with large equipment such as printing presses and hazmat), but my observation is Instructor Manske does an outstanding job of training students and volunteers of record in safety procedures. This is an area that requires constant and diligent oversight.

Perhaps my greatest area of concern is the elimination of Materials Fees in Spring of 2013. Many GID courses are dependent on these fees as they provide a way for the department to alleviate the financial burden on students for materials by buying materials in bulk.

6.3 Recommendations for improvement:

This program has made great strides in changing direction and addressing the huge demand for web development classes. The program should continue on this path to see if overall enrollment increases, as I believe it will.

Developing at least one more online class that will accommodate a large number of students will go a long way in rebalancing enrollment. The new classes in Web Design have the potential to achieve this goal.

The printing press currently housed in room 1601 should be removed and surplus or disposed of. There is no way to adequately supervise students using this press as the classes that use it are in a different building (1800). I have discussed the issue with Instructor Manske and he is in agreement. Leaving the press, even with a note to not use, does not alleviate the hazard and potential liability exposure.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

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

The department has made great strides in reviewing curriculum, offering more online courses, and scheduling to better meet student demand.

7.2 Areas of concern, if any:

The decreased enrollment and completion data are a real concern. The employment outlook looks strong, and the presence of an active advisory committee is a plus. However, more research and interaction with the local employers would seem beneficial in order to best match the program to employer needs, and to increase enrollment. Perhaps an employer survey would be of benefit?

With regards to the material fees being eliminated, this should not be a threat to the program. Students have been paying the fees to the college, so there has been no savings or benefit to students up until now. The only change is that each student will have to buy the materials, as opposed to paying a registration fee. This may require more up front planning and organization by the faculty, but ultimately should be no real detriment to students or the program.

7.3 Recommendations for improvement:

The department is focusing on curriculum, scheduling and enrollment. I would encourage them to continue their efforts. The decrease in enrollment and completion is a concern that will need to be monitored in the next program review cycle, and improvements are needed in these areas.

7.4 Recommended Next steps:

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

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|---|
| Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 1 - Historical/Cultural Context - A successful student will analyze visual communication in historical and cultural context. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Weekly quiz essay questions and weekly field journal entries</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: demonstrate critical thinking when analyzing information</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Instructional approach is working for both GE and Graphic Design majors.</p> | <p>09/19/2012 - Continue monitoring results and try new approaches if change in success rate.</p> <p>09/19/2012 - Monitor success and adjust as needed so every student is successful</p> |
| Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 2 - Interpret - A successful student will interpret images, symbols and typography. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: weekly quiz essay questions and weekly field journal entries</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: demonstration of critical thinking when interpreting</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: I am pleased with the results of this approach. Learning is successful.</p> | <p>09/19/2012 - Continue monitoring results and try new approaches if change in success rate.</p> |
| Course-Level SLO Status: Active | | <p>09/19/2012 - This approach is successfully getting students to meet objectives.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning goals are being met.</p> | <p>09/19/2012 - Continue monitoring results and try new approaches if change in success rate.</p> |
| | | | <p>09/19/2012 - Continue monitoring and adjust when results are not meeting student learning objectives.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| <p>Department - Graphic & Interactive Design (GID) - GID 2 - THE HISTORY OF THE PRINTED BOOK - 2. Esthetic Evaluation - 2. Student can discuss and evaluate the esthetic differences, strengths and weaknesses of historical types, printing and bindery. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 09/26/2012</p> <p>End Date: 12/07/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 3-5 pages essay comparing the differences of design, type, borders and decoration used for historical production of significant historical books</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 80% of students will receive a grade of 3 or higher on a 5-point rubric.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 2 - THE HISTORY OF THE PRINTED BOOK - 1. Historical Identification - 1. Student can identify historical books by type, design and classify the origin and time period. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/07/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: weekly quiz, discussions and tests covering the design, type, printing and binding of historical books.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a grade of 3 or higher on the 5 point rubric.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 1 - Knowledge - A successful student will demonstrate knowledge of various traditions, processes, characteristics and applications of paper. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: review of student presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: demonstrate knowledge of subject matter</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 2 - Construct - A successful student will</p> | <p>Assessment Method: review of paper screens made and responsible usage</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---------------------------------|-------------------------|
| <p>Construct basic western papermaking equipment and demonstrate safe and environmentally responsible uses. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 33 - 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 & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Review of student comments posted in a collaborative discussion forum.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student identifies and explains elements of visual language in selected graphic design samples using written presentation means.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 33 - GRAPHIC DESIGN STUDIO I - 2 - Software - A successful student will demonstrate technical and expressive fluency in industry-standard software applications. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Review of class and homework projects to assess correct use of software.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 34 - 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 & Interactive Design (GID)) (Created By</p> | <p>Assessment Method: Visual review of sketches and comps</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Correct use of sketches and comps to communicate preliminary design information to clients for projects.</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---------------------------------|-------------------------|
| Department - Graphic & Interactive Design (GID)) | | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 34 - 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 & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Review of class and homework projects to assess correct use of software</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 1 - Apply - A successful student will be able to apply the design process from conception to completion. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: completion of design projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: projects demonstrating competence in the design process from conceptual development to finished piece</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 2 - Construct - A successful student will be able to design complex pieces on a professional level. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: completed design projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: production/completion of design projects demonstrating professional practices</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 36 - TYPOGRAPHY - 1 - Identify - A successful student will be able to identify major type families and typefaces by their qualities and characters. (Created By | <p>Assessment Method: Quiz reviewing type families and typefaces</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target:</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|--|
| Department - Graphic & Interactive Design (GID) (Created By Department - Graphic & Interactive Design (GID)) | Score of 80% or higher on examination, and visual presentation of examples of each major font family. | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 36 - 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 Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Visual presentation of a completed typographic poster for a local children's museum.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students successfully demonstrate an understanding of typographic design principles and techniques in their finished creative projects.</p> | | |
| Course-Level SLO Status: Active | | | |
| 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)) | <p>Assessment Method: successful completion of project including making the print matrix (plate) and printing the plate</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: a completed print demonstrating competent use of tools and techniques</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/> |
| Course-Level SLO Status: Active | | | |
| 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)) | <p>Assessment Method: evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: a print demonstrating competence in image, plate and printing</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/> |
| Course-Level SLO Status: Active | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---------------------------------|-------------------------|
| <p>Department - Graphic & Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 1</p> <p>- Language - A successful student will demonstrate an understanding of the language of fine art printmaking and digital media. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: creation of artwork</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: making unique digital prints that demonstrate knowledge of fine art printing</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 2</p> <p>- Software - A successful student will demonstrate a working knowledge of digital media computer software and print output devices. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: project requiring use of software and hardware</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: making digital prints that demonstrate using hardware and software</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 1 - Basic Design - A successful student will be able to demonstrate an understanding of basic design principles of visual image making. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: creation of project that demonstrates design principles</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 2 - Software - A successful student will demonstrate a working knowledge of computer software. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: evaluation of project requiring use of software and hardware</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: completed project that demonstrates using hardware and software</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|--|
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: successful completion of project including planning an image, making the print matrix (plate) and printing the plate</p> <p>Target: a print demonstrating competence in image, plate and printing</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/> |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: successful completion of project requiring printing multiples, documentating the prints, and presenting the prints</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: printing an edition of prints and preparing them for exhibition or portfolio presentation</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/> |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 43 - ILLUSTRATION & 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 & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Completion of illustrations that solve the communication problem.</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 43 - ILLUSTRATION & 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 & Interactive Design (GID)) (Created By Department - Graphic & Interactive | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Completion of projects demonstrating competence using painting and drawing tools to solve communication problems.</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| Design (GID)) Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 44 - BEGINNING RELIEF PRINTMAKING - 1 - Relief Images - demonstrate foundation skills in producing images on plates and printing them using embossing, linoleum block and collagraph printing. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active | Assessment Method: evaluate plates and printing Assessment Method Type: Observation/Critique Target: foundation skills for three types of prints | | |
| Department - Graphic & Interactive Design (GID) - GID 44 - BEGINNING RELIEF PRINTMAKING - 2 - Printing - produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active | Assessment Method: evaluate work produced Assessment Method Type: Observation/Critique Target: print multiple prints that are uniform, present work for critique and peer review | | |
| Department - Graphic & Interactive Design (GID) - GID 45 - 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)) (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active | Assessment Method: Class projects require production of video incorporating live action, still photos, transitions, titles, and soundtrack. Assessment Method Type: Class/Lab Project Target: Create an original work of video incorporating live action, still photos, transitions, titles, and soundtrack. | | |
| Department - Graphic & Interactive Design (GID) - GID 45 - 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. | Assessment Method: Weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro. Assessment Method Type: Class/Lab Project Target: | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| <p>Applies complex video editing techniques in Adobe Premiere or Final Cut Pro. Produces a web video. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Successful completion of weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING</p> <p>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))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING</p> <p>SCREENPRINTING - 2 - Prints - A successful student will be able to produce a controlled edition of prints. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 47 - MOTION GRAPHICS - 1 - Language - A successful student will demonstrate an understanding of the language and characteristics of motion graphics. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Follows instructions which include motion graphics specific language.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Follows instructions which include motion graphics specific language and create an original work of time based media.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 47 - MOTION GRAPHICS - 2 -</p> | <p>Assessment Method: Applies motion graphics techniques in</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) | <p>Adobe Flash.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Successfully applies motion graphics techniques in Adobe Flash to create an original work of time-based media.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 1 - Define - A successful student will define monoprint and monotypes. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 2 - Create - A successful student will be able to create monoprints. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53 - T-SHIRT DESIGN & 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 & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluation of student work</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Proper preparation of artwork</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53 - T-SHIRT DESIGN & GARMENT PRINTING - 2 - Preparation - A successful student will demonstrate an</p> | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| <p>understanding of the preparation of artwork for garment printing. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Target: Completed project demonstrating competence in the preparation of artwork for screenprinting</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Artwork - demonstrate an understanding of the function of communication design and personal expression in garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students understanding of design</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Assessment Cycles: End of Academic Year</p> | | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Management - demonstrate a basic understanding of the management of a printmaking studio including scheduling, safety, and clean up. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate the students understanding of daily studio activities</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Design - design works of art for garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students design</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Production art - prepare production art and film positives for screenprinting. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate students preparation for printing</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Printing - print designs on garments using hand cut and photographic stencils. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate students final project</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Work flow - understand work flow and basic operations of a printmaking studio. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate student performance</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: evaluate the students critique skills</p> <p>Assessment Method Type: Observation/Critique</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Department - Graphic & Interactive Design (GID) - GID 53A - BEGINNING T-SHIRT DESIGN & GARMENT PRINTING - History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Create new work based on the works by accomplished artists and designers</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Artwork - produce works of communication design and personal expression for garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate students understanding of the basic design</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Production Art - prepare production art and screen print artwork for multi-color garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate students understanding of pre-press preparation</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Studio Management - practice the management of a printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status:</p> | <p>Assessment Method: Evaluate students understanding of how to successfully run a print studio</p> <p>Assessment Method Type: Observation/Critique</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Business - demonstrate an understanding of the business practices of garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students understanding of the process and details contained in a business model</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students and their input during critiques</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students understanding of artists and their contributions</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Artwork - produce and print works of graphic design for portfolio and clients. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluate students ability to create prints geared to enhance portfolio and meet clients needs</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| <p>Course-Level SLO Status:</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Digital Preparation - create designs using graphic arts software. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Evaluate students use of digital art software to create their designs</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Multi-color printing - prepare complex production art, color separations and halftones for multi-color garment printing. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Evaluate students understanding of multi-color printing</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Studio Management - manage the printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Evaluate students daily understanding of daily Studio Matenance</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Business Management - implement business practices of the garment printing industry including order placement, cost estimates, product distribution and product marketing. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Evaluate students understanding of the daily details of running a business.</p> <p>Assessment Method Type: Observation/Critique</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | Assessment Method: Evaluate students participation during class critiques Assessment Method Type: Observation/Critique | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Graphic & Interactive Design (GID)) | | | |
| Course-Level SLO Status: Active | Assessment Method: Evaluate students understanding and recognition of artist who have contributed to the craft Assessment Method Type: Observation/Critique | | |
| Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Graphic & Interactive Design (GID)) | | | |
| Course-Level SLO Status: Active | Assessment Method: Students design web sites for class projects. Assessment Method Type: Class/Lab Project Target: 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. | 08/17/2012 - Although the majority of students are successful realizing their design goals using the software tools in the class, changes in software requirements are necessary to address the abilities of the rest of the students so that they can successfully complete the projects. The content of the course needs to rely on alternative software tools or include supplemental instruction for the existing software tools. Result: Target Met Reporting Year: 2011-2012 Resource Request: We are continually upgrading to new versions of Adobe CS software to keep techniques current. The existing class | 08/17/2012 - The course instructional materials are changing from Blogger to Wordpress to enable student to design more robust web sites. Additionally new Adobe CS web design tools will be included to enable students to complete more comprehensive web site designs. <hr/> 08/17/2012 - The instructional materials are being redesigned and rewritten to utilize new Adobe CS web design tools. These web design tools are intended to bring more |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | materials continually need updating. | visual designers into web design by eliminating the coding process of web site design so the student can focus on the visual aspect of web site design. |
| <p>Department - Graphic & 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 & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students complete projects and produce web sites using different software technologies.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 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>Department - Graphic & Interactive Design (GID) - GID 57 - WEB SITE DESIGN AND DEVELOPMENT II - Web development concepts - Demonstrate a working knowledge of web page design concepts, webpage usability and accessibility, and browser compatibility (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 12/20/2012</p> <p>Course-Level SLO Status: Active</p> | | | |
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| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>according to current standards for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 57 - WEB SITE DESIGN AND DEVELOPMENT II - Technical proficiency - Apply basic JavaScript functionality in a web page (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 58 - WEB DESIGN AND DEVELOPMENT III - Software proficiency - Student should be able to create websites using techniques for producing HTML, CSS, Javascript, rich media, and reusable assets within Adobe Dreamweaver. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 58 - WEB DESIGN AND DEVELOPMENT III - technical proficiency - Implement a website on a remote server through the use of FTP (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 58 - WEB DESIGN AND DEVELOPMENT III - Web concepts - Demonstrate a working knowledge of search</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>engine optimization techniques. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Department - Graphic & 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 & Interactive Design (GID))</p> | <p>Assessment Method: Students research examples of graphic design careers and participate in discussion forums where they share their findings.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student contributes a written explanation of each career option and how it relates to visual art.</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Department - Graphic & 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 & Interactive Design (GID))</p> | <p>Assessment Method: Students participate in a discussion forum.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student contributes an image representing each graphic design career option.</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Department - Graphic & 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 & Interactive Design (GID))</p> | <p>Assessment Method: Instructor will review the written and verbal plan for a working plan for portfolio review</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 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. Students are able to verbalize a working plan for portfolio</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>10/23/2011 - No action is needed at this time</p> |
| <p>Course-Level SLO Status: Active</p> | <p>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))</p> | <p>Assessment Method: Visual review of student resume and appropriate letters</p> <p>Assessment Method Type: Observation/Critique</p> | <p>10/23/2011 - Students are able to write resumes, appropriate letters for portfolio purposes. Some students need assistance in writing and composition</p> <p>10/23/2011 - Advise students with weak composition skills to enroll in English composition and writing courses. Alert English department to</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | Target: Well written documents that are complete resumes' based on student goals set forth in course objectives. | Result: Target Met Reporting Year: 2011-2012 | students in need of help. |
| 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)) | Assessment Method: 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. Assessment Method Type: Portfolio Review Target: 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 Result: Target Met Reporting Year: 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 |
| Course-Level SLO Status: Active | | 10/23/2011 - Students need assistance in determining correct items to display in portfolios but all students have enough images to include in portfolios Result: Target Met Reporting Year: 2011-2012 | 10/23/2011 - Alert art and design instructors to advise students to retain quality work for portfolio inclusion. |
| 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)) | Assessment Method: Visual review of portfolios. Assessment Method Type: Portfolio Review Target: A successful selection of 12 to 18 professional design or artworks that reflect the students expertise and talent. | 10/23/2011 - All students were able to include 12 to 18 professional design or artworks in their portfolios Result: Target Met Reporting Year: 2011-2012 | 10/23/2011 - Advise all students to work on creating more professional images to include in portfolios |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 62 - SERVICE LEARNING PROJECTS - 1 - Business - A successful student will demonstrate an understanding of the business of a graphic designer. (Created By Department - Graphic & Interactive Design (GID)) | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Course-Level SLO Status: Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 62 - SERVICE LEARNING PROJECTS - 2 - Client Need - A successful student will work with clients to define communication needs and find appropriate design solutions. (Created By Department - Graphic & Interactive Design (GID))</p> | | | |
| <p>Course-Level SLO Status: Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 62 - SERVICE LEARNING PROJECTS - 3 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output. (Created By Department - Graphic & Interactive Design (GID))</p> | | | |
| <p>Course-Level SLO Status: Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 62 - SERVICE LEARNING PROJECTS - 4 - Project Management - A successful student will manage the pace of projects from conception to completion. (Created By Department - Graphic & Interactive Design (GID))</p> | | | |
| <p>Course-Level SLO Status: Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 64A - GRAPHIC & 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 & Interactive Design (GID))</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 64A - GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 2 - Teamwork - A successful student will apply professional communication and teamwork skills. (Created By Department - Graphic & Interactive Design (GID)) | | |
| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 64A - GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 3 - Taking Direction - A successful student will demonstrate the ability to work under supervision and direction. (Created By Department - Graphic & Interactive Design (GID)) | | |
| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 64A - GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP - 4 - Experience/Skills - A successful student will relate experience and skills acquired to classroom didactic learning. (Created By Department - Graphic & Interactive Design (GID)) | | |
| Course-Level SLO Status: Active | Department - Graphic & 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 & Interactive Design | <p>Assessment Method: In-class drawing assignments</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Well drawn sketches that reflect the</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>Result: Target Met</p> <p>10/23/2011 - Advise students to draw in sketchbooks each day. Collect and review sketchbooks to critique student drawing progress.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| (GID)) | | Reporting Year: 2011-2012 | |
| Course-Level SLO Status: Active | objective of each verbal in-class assignment. Each drawing will use graphic design drawing techniques to accomplish fast methods of communication. | | |
| Department - Graphic & 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 & Interactive Design (GID)) | Assessment Method: Review and critique of in-class drawings by instructor. Assessment Method Type: Observation/Critique Target: Demonstrated use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough drawings | 10/23/2011 - Most students meet the class objectives but all can use additional levels of drawing classes to improve drawing skills Result: Target Met Reporting Year: 2011-2012 | 10/23/2011 - Add a second level of Drawing for Graphic Designers and Illustrators |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 70 - GRAPHIC DESIGN DRAWING - 3 - Light/Shadow - A successful student will be able to indicate light and shadow as they apply to defining form and/or anatomy. (Created By Department - Graphic & Interactive Design (GID)) | Assessment Method: Visual and verbal review of student drawing exercises Assessment Method Type: Class/Lab Project Target: 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. Result: Target Met Reporting Year: 2011-2012 | 10/23/2011 - Assign additional drawing exercises to improve skills |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 70 - GRAPHIC DESIGN DRAWING - 4 - Presentation - A successful student will be able to demonstrate improved presentation techniques in producing layouts for graphic designs. (Created By Department - Graphic & Interactive Design (GID)) | Assessment Method: Visual and verbal review of in-class and homework assignments that demonstrate correct methods of layout and design Assessment Method Type: Class/Lab Project Target: 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. Result: Target Met Reporting Year: 2011-2012 | 10/23/2011 - Add additional skills exercises to course materials to improve student success. |
| Course-Level SLO Status: Active | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Graphic & Interactive Design (GID) - GID 71 - STORYBOARDING - 1 - Language/Technique - A successful student will be able to demonstrate an understanding of the language and techniques of storyboards. (Created By Department - Graphic & Interactive Design (GID)) | <p>Assessment Method: Direct visual observation of drawing methods, participation in verbal discussion topics and in class feedback and response session of students.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Student participates in class interaction, discussions and feedback session in each class.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | 10/23/2011 - Add vocabulary lists and practice sheets for students to use during class and homework assignments to ensure student success. |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: Class projects will be given that allow students to draw linear and non-linear storyboards</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Well drawn storyboards that demonstrate the correct use of visual storytelling methods</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | 10/23/2011 - Add additional exercises and drawing skill level assignments to ensure student success |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: Drawing assignments that allow students to demonstrate the proper use of drawing tools and paper substrate surfaces and new digital tools.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students will create well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | 10/23/2011 - Allow more time for in-class assignments and add more practice work to homework assignments |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & Interactive Design (GID) - GID 71 - STORYBOARDING - 4 - Presentation - A successful student will | <p>Assessment Method: Visual and Verbal review of presentation of storyboards in class by students</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</p> | 10/23/2011 - Add notebook practice drawing work and assignments for all students. |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>create storyboards for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Presentation/Performance</p> <p>Target: The successful student will present well drawn storyboards that demonstrate professional presentation and delivery.</p> | <p>the completion of the class.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | |
| <p>Department - Graphic & Interactive Design (GID) - GID 77 - ADVANCED WEB DESIGN & DEVELOPMENT - Web creation methods</p> <ul style="list-style-type: none"> - Create web pages that effectively demonstrate proficiency with HTML5/xHTML and CSS3 and validate according to current standards webpage usability and accessibility, and browser compatibility <p>(Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 77 - ADVANCED WEB DESIGN & DEVELOPMENT - Technical proficiency - Demonstrate HTML5 and CSS3 functionality in web pages for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 77 - ADVANCED WEB DESIGN & DEVELOPMENT - Technical proficiency 2</p> <ul style="list-style-type: none"> - Apply HTML5 and CSS3 in a mobile simulation environment, and/or on a mobile device (smart phone) etc (Created By Department - Graphic & Interactive Design (GID)) <p>Course-Level SLO Status: Active</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|--|
| <p>Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE</p> <p>DEVELOPMENT - development methods - Demonstrate an understanding of appropriate applications of rapid website development technologies and their implementations for website development. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE</p> <p>DEVELOPMENT - technical proficiency - Load and configure Drupal and WordPress modules in a server environment (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Inactive</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE</p> <p>DEVELOPMENT - software proficiency - Create a website that effectively demonstrates proficiency with Drupal and WordPress for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 1 - Binding - A successful student will be able to construct and bind books with various binding styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Graphic & Interactive Design (GID))</p> | <p>Assessment Method: Evaluation of completed hands-on projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Bound books demonstrating competence in their construction.</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> <hr/> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|--|
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: Evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: handmade books that contain content requiring critical thinking</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Learning is happening</p> <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: Evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: completion of handmade books that incorporated form, materials and presentation strategies that support the books content</p> <p>Assessment Method: Evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: completed handmade books containing content that demonstrate competence from planning to presentation that supports the books concept</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Learning is happening</p> |
| Course-Level SLO Status: Active | | | |
| Department - Graphic & 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 & Interactive Design (GID)) | <p>Assessment Method: evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: completed books demonstrating competence in design, layout and typography</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Learning is happening</p> |
| Course-Level SLO Status: Active | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|--|
| <p>Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING</p> <p>- 1 - Define - A successful student will be able to define letterpress printing, processes and materials (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 04/13/2013</p> <p>End Date: 06/22/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstration of planning a competent project for letterpress printing.</p> <p>Assessment Method: Tests/quiz.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Passable grade of all tests/quiz.</p> | | |
| <p>Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING</p> <p>- 2 - History - A successful student will be able to demonstrate an understanding of the the history of letterpress printing and the contributions of diverse cultures. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 04/13/2013</p> <p>End Date: 06/22/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Completed letterpress project demonstrating the design process from start to finish.</p> <p>Assessment Method: Final oral presentation at end of quarter.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Each student will present a subject dealing with the history of letterpress and its cultural diversity.</p> | <p>12/11/2011 - Learning is happening</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> |
| <p>Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING</p> <p>- 3 - Understand - A successful student will be able to explain the operations of a letterpress printing facility. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date:</p> | <p>Assessment Method: Each student will observe at least one operating letterpress facility during class field trips and participate in a group discussion afterwards during class.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target:</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| 04/13/2013 End Date: 06/22/2013 Course-Level SLO Status: Active | Demonstrated understanding of a letterpress | | |
| Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 4 - Ink - A successful student will be able to mix ink colors for letterpress printing. (Created By Department - Graphic & Interactive Design (GID)) Start Date: 04/13/2013 End Date: 06/22/2013 Course-Level SLO Status: Active | Assessment Method: Every student will mix ink colors for a project. Assessment Method Type: Class/Lab Project Target: Satisfactory results for color achievement and printing results. | | |
| Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 5 - Paper - A successful Student will be able to prepare printing substrates for letterpress printing and explain characteristic of same. (Created By Department - Graphic & Interactive Design (GID)) Start Date: 04/13/2013 End Date: 06/22/2013 Course-Level SLO Status: Active | Assessment Method: Each student will prepare their paper for each project and understand why they are using specific type pf paper for specific projects. Assessment Method Type: Class/Lab Project Target: Proper paper preparation and satisfactory results of final prints. | | |
| Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 6 - Print - A successful student will be able to create letterperss prints using a printing press. (Created By Department - Graphic & Interactive Design (GID)) Start Date: 04/13/2013 End Date: 06/22/2013 Course-Level SLO Status: Active | Assessment Method: Each student's work will be evaluated in process and when finished. Assessment Method Type: Class/Lab Project Target: Completion of each project per specifications. | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|--|
| <p>Active</p> <p>Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 7 - Critique - A successful student will be able to evaluate the content, form and techniques of works created using letterpress printing. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Start Date: 04/13/2013</p> <p>End Date: 06/22/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Class critique of projects by all participants with positive discussion and evaluation of concept, design and printing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: A completed work that meets all the project criteria.</p> | | |
| <p>Department - Graphic & 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 & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluation of projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Completed project demonstrating an edition of prints printed on a printing press.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> |
| <p>Department - Graphic & 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 & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluation of critique</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Demonstration of analyzing letterpress created works via group critique or written evaluation.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Learning is happening</p> | <p>12/11/2011 - Maintain on-going evaluation of course content and learning strategies</p> |
| <p>Department - Graphic & Interactive Design (GID) - GID 94 - BOOK ARTS PROFESSIONAL PRACTICES - 1 - Participation - A successful student will participate in the functions of a book arts organization. (Created By Department - Graphic & Interactive Design (GID))</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|-------------------------|
| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 94 - BOOK ARTS | 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 & Interactive Design (GID)) | |
| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 95 - GRAPHIC ARTS STUDIO 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 & Interactive Design (GID)) | | |
| Course-Level SLO Status: Active | Department - Graphic & Interactive Design (GID) - GID 95 - GRAPHIC ARTS STUDIO PROJECTS - 2 - Publish - A successful student will demonstrate an understanding the design and publishing process by successfully publishing a document. (Created By Department - Graphic & Interactive Design (GID)) | | |
| Course-Level SLO Status: Active | | | |