Basic Program Information

Department Name:

Graphic& Interactive Design (GID)

Division Name:

Fine Arts & Communications

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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Carolyn Brown	GID	Instructor
Kent Manske	90% GID 10%ART	Instructor (Official Retirement announced June 30, 2015)
Joe Ragey	0% GID 100%ART	Instructor (Official Retirement announced June 30, 2016)

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

Please list all existing Classified positions: None
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Graphic & Interactive Design A.A.		X	
Graphic & Interactive Design C.A	X		

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Graphic & Interactive Design AA	6	3	2	-33%
Graphic & Interactive Design CA	3	1	1	0%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Graphic Design Skills Certificate			No Data	
Motion Graphics Skills Certificate			No Data	
Video Design Skills Certificate			No Data	
Book Arts Skills Certificate			No Data	
Printmaking Skills Certificate			No Data	
Printmaking Studio Skills Certificate			No Data	
Garment Printing Skills Certificate			No Data	
Illustration Skills Certificate			No Data	
Web Design Skills Certificate			No Data	

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1,085	690	1043	51.2%
Productivity (College Goal 2013-14: 535)	317	472	510	8.1%
Success	827	490	735	66%
Full-time FTEF	2.2	1.9	2.0	5.9%
Part-time FTEF	0.9	0.8	0.6	-31%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are** *required* **to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
X	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> This pathway is unclear at the State level. After research, it appears that at this time there is not a State approved model for GID AA-T. There are no AA-T degree guild lines for GID transfer in prep at the State level. GID has no immediate plans to implement one until the criteria are in place at the State level. However, the Art Department, has implemented an AA-T degree, and GID students can access those courses to apply for an AA-T degree, while completing Work Force classes in GID.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

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

> Over the past three years enrollment has held steady. The statistics for 2011-2012 are erroneous, comparing statistics from 2010-2011 and 2012-2013 there is less than 4% change. The data came from the College, it must be a clerical error. 2011-2012 was similar to 2010-2011 and 2012-2013

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> Program-level ethnic demographics are within 3% of college-level data, except for "white" which is 10% greater in the program. Compared to college-level data, there are 8% more females and 8% less males, 25% more students over the age of 25, and 25% less student under the age of 25. Students with BA degrees are twice as common in the program than in the college as a whole.

~~affect productivity, i.e. seat count, facilities, accreditation restrictions. Please evaluate and~~ discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

> **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.**
> **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.**
> **We invite the Program Review committee to come visit our classrooms so that they can better understand the physical and safety limitations.**

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> The program success rate is 71%. This is a 4% drop from 2011-2012, however this is only a 2% increase in non-success. The difference represented by the change in withdrawals. Essentially, there are no alarming changes in enrollment trends.

b. Institutional Standard for Retention: 50%
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

> Withdrawals have increased to 16%. This is primarily due to students who overestimate their ability to complete a large number of concurrent online courses.

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> There was one less AA degree awarded in 2012-2013 than 2011-2012. Graphic & Interactive Design is not an academic profession. Students take graphic design classes to improve the portfolios and learn software skills.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> The number of certificates held steady from 2011-2012 to 2012-2013.

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> The college does not provide transfer data and the department. And the GID department does not have a method to track this data other than anecdotal information such as the number of students that complete the portfolio class with applications to local State and professional schools. The portfolio class tends to see 8 to 12 students each year that transfer 4 year schools such as SJSU, SFSU, AAU, CCA, and several other institutions.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (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
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> This program is not a basic skills program.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

> Graphic & Interactive Design reinforces basic communication skills.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> This program is not a primary AA transfer program although 8 to 12 or more students do transfer directly to local and regional institutions to continue GID studies. Its primary mission is work force education and vocational education. The market for internships is improving. Most students seek part time contract work and additional classes online to support continued progress as designers.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

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

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> The Graphic & Interactive Design program continues to meet the needs of the labor market demand as described by our advisory board. Students who complete Graphic & Interactive Design coursework are employable in the local workforce at entry-level and above. The program is unique at Foothill College and does not duplicate other manpower training programs in the college's service area.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

> GID is a workforce program.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached 2012-2013 Course-Level (44= pages of documentation) from TRACDAT.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

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

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

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-GID) - Graphic & Interactive Design AA/CA - 1 - Graduates will understand the design process from sketching to final comprehensive. **Start Date:** 07/01/2012 **End Date:** 06/30/2013 **SLO Status:** Active	**Assessment Method:** Class projects and exit portfolio will demonstrate student success **Assessment Method Type:** Portfolio Review **Target:** A successful student will present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process	06/30/2013 - 90% of my students in GID 61 portfolio course were able to demonstrate the design process from sketching to final comps **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 30 Cintiq digital tablets in the IDEA lab to support all digital course work. **GE/IL-SLO Reflection:** Communication? Why does it link to computation? Example: Students communicate ideas through sketches and refine them using geometry and composition EXAMPLE	03/20/2012 - I noticed weaknesses were in color theory and composition more time in those courses GID X and Y should be spent.... expand - EXAMPLE
Program (FA-GID) - Graphic & Interactive Design AA/CA - 2 - Graduates will be able to create unique graphic designs that communicate ideas to others. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 07/01/2012	**Assessment Method:** Portfolio review will determine student success. Class projects and exit portfolio will demonstrate student success **Assessment Method Type:** Portfolio Review **Target:** All students will present a final comprehensive portfolio consisting of 20 to		

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PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/30/2013 **SLO Status:** Active	30 creative graphic design works that will demonstrate competency in GID.		

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

    a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

> 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 noticed that students that take courses in the suggested sequence do better in progressive coursework. This leads to better overall student outcomes.

    b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

> 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.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

 Improvements: The degree is now offered 100% online. Findings in PLO indicated that 95% of all students in the exit GID 61 portfolio course were able to demonstrate the design process from sketching to final comps in a majority of GID studio courses. Portfolios were successfully used to enter programs at higher institutions and art and design colleges. Many students use exit portfolios to obtain graphic design freelance work while seeking continuous full time employment and additional educational goals. The work done by students in our program has contributed to transfer portfolios that have been accepted at many of the best design schools in California including CCA, Design Center of Pasadena and AAU.

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

Not at this time.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

SLO's kept relevant and effective through continual review by the teaching team each quarter ensuring that adjustments to the SLO's are current with findings, assessments and reflections.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
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.	N	Y	Portfolio exit course has established firm criteria for faculty review of course work, website format, and social networking for work force support
2 Strengthen relationships with local advisory members. Provide stipend. Network and share resources with other Fine Arts vocational programs.	ongoing	Y	We met with out Advisory Committee in Winter 2013.
3 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.	N	N	The internship program collapsed because college did not support the program with curriculum based courses that provide faculty load. Faculty do not have time for this as an additional volunteer service.
4. Strengthen peer communication within the department and with other departments via more face-to-face meetings. Set up system to share resources. Work with other departments to produce yearlong schedules as GID has done for seven years.	Y	N	We are no longer working with the ART department on a joint year-long schedule.
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.	Y	N	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.

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.	N	Y	We have an online gallery operated by faculty members.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long-/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Revisit articulation agreements for all classes. Make needed changes to re-articulate courses that have fallen out of articulation status. 2. Expansion of current course offerings to include new web design curriculum and new digital design and digital illustration classes to utilize new planned off campus facilities.	2- year	Improve articulation and transfer activity. New courses in Web design and digital illustration are key to keeping the GID program vital and ongoing in the constantly changing digital online marketplace for classes. Classes designed around the Kahn academy philosophy of instruction should begin to attract new and younger student population from our key student market bases	Tracking the number of courses that have been re-articulated. New course development will be measured by C3MS status and regular meetings with faculty
2 Review the requirements for our Degree. Compare our requirements with recent changes to UC, CSU and Art School foundation requirements. It is noted that many of our traditional core classes are no longer required core at	1- year	Keep program up to date and improve students in planning inline with CCC Student Success Task Force recommendations	Tracking the changes in course core or elective status in accordance with transfer schools.

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. Lowing core (based on transfer opportunities) would allow students more elective choices, thus allowing students to make course selection decisions based on their career path.			
3. Create and publish a "Two-year class schedule" for ART & GID providing students and faculty opportunity to plan ahead.	1- year	This will allow students a strong planning document to assist them in meeting transfer or Tech Prep goals in an orderly timetable.	Existence of the schedule each year.
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 councilors, faculty and changes to schedules.	1- year	Already in process and a two-year schedule is being proofed for release to students and counseling.	Existence of the planning guide each year.
5. Schedule classes based on "Student Planning Guide" so student can earn an AA degree in two-years.	1- year	Complete transfer program in a timely fashion according to CCC Student Success Task Force.	Completion data.
6. Increase funding for instructional equipment, instructional supplies, student labor (to assist faculty with tasks such as transitioning online classes	1- year	Improve student training with current hardware, software tools. Add compliance to current courses as	

to full compliance).		required by Title 5.	
7. Plan and implement social media presence 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	Increase connectivity allowing 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 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
FT instructor starting in fall of 2015.	Set by FA/FHDA contract	Supports continuation of full and expanding GID program	no
FT Instructor starting in fall of 2016	Set by FA/FHDA contact	Supports continuation of full and expanding GID program	no

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund	

reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Studio and equipment maintenance	3,000	Serve students	

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Student labor to assist with transitioning online instruction to full compliance	$3000	Meet title 5 requirements.	
Software programming to set up student exit portfolio site	$4000		
Dedicated GID Server/ Web Hosting Services for storage space for both portfolio and job search preparation classes.	$1,000		

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
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	All of the above.

		standards	
Photo Polymer plate maker Interflex A4 Platemaker	**$5400**		
Epson ink jet printer for digital film	**$1800**		
24 24" x 36" cutting boards	**$1200**		
Pantone Color Books	**$600**		
belt sander	**$140**		
6 metal files	**$120**		
blanket set for etching press	**$450**		
6 metal ink knives	**$90**		
letterpress leading	**$1200**		
book press (nipping press)	**$2400**		
sewing frames	**$320**		
Door entry/exit system on back door of Studio 1801	**$700**.		

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Dean and VP comments were both positive for 2012 program review.	

a. **After reviewing the data, what would you like to highlight about your program?**

The GID program is in a planned growth and expansion period that includes writing more Web design classes, new digital illustration classes and expansion of all these classes, into the new facility at Onizuka. We currently have a viable, strong program at Foothill College. FH GID program has been at the forefront of the digital revolution in graphic design, digital illustration, garment printing and much more for over 2 decades. Our program is known throughout the region and the State for innovation, rigor and quality of instruction. Over the years, several other State graphic design programs have fully adopted FHC GID curriculum as their own (with permission) in founding similar programs. GID also offers the only full online AA degree in Graphic Design in the state and the region. We attract students from many other areas of California and the region. Expansion of the program in WEB Design classes and in Anime and Illustration classes can offer a significant boost in productivity for the college and the new satellite campus that opens in 2016.

 In the next 30 months the program will lose two long-term - full time instructors. Kent Manske, the GID program founder, has formally filed for his retirement in June of 2015. Joe Ragey, full time instructor in both GID and ART, has filed early incentive retirement paperwork to retire June 30th of 2016. In light of these major departmental faculty impending changes, we would request that the Administration work with current GID faculty to suggest a pathway for potential solutions helping to provide both part-time faculty and fulltime faculty to ensure the proper transition of new faculty positions to continue the program. It is important that we don't lose continuity of instruction in GID during this transitional period. Expansion of the program will require hiring more web-based instructors to support the new course in that area. Other courses can be temporarily filled with part-time instructors. In the interim, starting in the fall of 2016, there will only be one full time instructor in GID. Carolyn Brown will be the only remaining full time instructor. The size and complexity of he program requires additional support and faculty position funding.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:
Enrollment is strong in GID, and, I believe could be stronger if we begin to offer more Web Design and Illustration classes. This quarter (Winter 2014) we offered 2 sections (GID 56 & 57), both filled right away and we were able to offer a second section of GID 56, which filled as well. Cartooning (Illustration), which has not been offered in many, many years was offered this quarter and filled right away. This class has the potential to be a critical component of a Game Design Certificate, and potentially an AA degree. I would add that

the projected drop in enrollment due to repeatability did not materialize this Fall & Winter (much to the Dean's surprise and approval) which is due to the diligence and hard work of the faculty.

Enrollment does, however, tend to vary greatly from year to year, thereby proving the adage that enrollment management is an art, not a science. Enrollment dropped 36% between 2010-11 and 2011-12, then jumped 51% between 2011-12 and 2012-13. If you calculate the change from 2010-11 to 2012-13, it has dropped 4%, which is within the statistical margin of error. Productivity has actually risen 61% since 2010-2011, which is noteworthy.

b. Areas of concern, if any:

I am very concerned about the 2 upcoming retirements and will strongly support the creation of a new full time position in Fall 2015 to fill the void.

I would not say "Graphic Design is not an academic profession", rather, I would say "Graphic Design is a Workforce Program".

Actually, the number of certificates awarded has dropped 67% since 2010-2011 (from 3 to 1) which does concern me, and tells me we need to rethink GID to some degree as 2 faculty prepare to retire. With 9 non-transcriptable certificates, and none awarded in the past 3 years, along with a 33% drop in AA degrees awarded, . I think it may be time to change direction slightly, although I think it warrants much discussion with the faculty member who remains after the upcoming retirements.

This PR states that GID reinforces basic communication skills. How does it accomplish this?

c. Recommendations for improvement:

The GID Program has made, as noted above, great strides in increasing productivity, enrollment is stable, but seems to be shifting to new areas, such as web design and Illustration. This warrants, again as noted above, discussion about new courses and programs of study that can serve the needs of potential new students, while continuing the current course offerings that remain strong and are unique to Foothill.

d. Recommended next steps:

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

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College
Department - Graphic & Interactive Design (GID)

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

Course-Level SLOs	Means of Assessment & Targets for Success / 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** demonstrate critical thinking when analyzing information	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 2. Visual communication - A successful student will discuss the relation of visual communication in various societal and cultural settings. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 3. Historical principles - A successful student will understand the historical principles of visual communication. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Target for Success:** Demonstrate critical thinking	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 4. Technology - A successful student will discuss issues and ramifications of the use of technology in visual communication. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 5. Media - A successful student will analyze content and purpose in relation to specific media. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 6. Interpret - A successful student will interpret images, symbols and typography. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** demonstration of critical thinking when interpreting	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - 7. Media on culture - A successful student will understand the influence and impact of informative and persuasive media on culture. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 1 - HISTORY OF GRAPHIC DESIGN - Recontextualization - A successful student will discuss how images and icons of the past are being recontextualized to form new ideas and cross-cultural identities. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** demonstrate of critical thinking when discussing	12/04/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
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)) **Start Date:** 09/26/2012 **End Date:** 12/07/2012 **Course-Level SLO Status:** Active	**Assessment Method:** 3-5 pages essay comparing the differences of design, type, borders and decoration used for historical production of significant historical books **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of 3 or higher on a 5-pioint rubric.	12/06/2013 - Course was not taught last year. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/24/2012 **End Date:** 12/07/2012 **Course-Level SLO Status:** Active	**Assessment Method:** weekly quiz, discussions and tests covering the design, type, printing and binding of historical books. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of 3 or higher on the 5 point rubric.	12/06/2013 - Course was not taught last year **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** review of student presentation **Assessment Method Type:** Presentation/Performance **Target for Success:** demonstrate knowledge of subject matter	02/15/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 2 - Construct - A successful student will construct basic western papermaking equipment. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** review of paper screens made and responsible usage **Assessment Method Type:** Class/Lab Project	02/15/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 3. Paper - A successful student will construct handmade paper from diverse ethnic and historical traditions. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Case Study/Analysis **Target for Success:** Demonstration of skills	02/15/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 4. Applications - A successful student will demonstrate traditional and non-traditional applications of paper in the paper, book and print arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	12/04/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 5. Content & form - A successful student will discuss and analyze content and form in paper arts.	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation	12/04/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:**	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Graphic & Interactive Design (GID))	**Target for Success:** Critical thinking	2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 6. Craft - A successful student will evaluate craftspersonship in the paper arts. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	12/04/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 30 - PAPER ARTS I - 7. Safety - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** Safe handling of tools and materials	12/04/2013 - This course has not been taught yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
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))	**Assessment Method:** Review of student comments posted in a collaborative discussion forum. **Assessment Method Type:** Discussion/Participation **Target for Success:** Student identifies and explains elements of visual language in selected graphic design samples using written presentation means.	10/12/2013 - Most students are able to identify elements of visual language. They are able to create graphic design examples of advertisements, business cards, brochures, poster designs, and magazine pages. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 33 - GRAPHIC DESIGN STUDIO I - 2 - Software - A successful student will demonstrate technical and	**Assessment Method:** Review of class and homework projects to assess correct use of software. **Assessment Method Type:**	10/12/2013 - Students can successfully complete projects using industry-standard software applications **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
expressive fluency in industry-standard software applications. (Created By Department - Graphic & Interactive Design (GID) (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.	Target Met **Year This Assessment Occurred:** 2012-2013	
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 Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual review of sketches and comps **Assessment Method Type:** Observation/Critique **Target for Success:** Correct use of sketches and comps to communicate preliminary design information to clients for projects.	12/05/2013 - The majority of students are able to produce rough sketches, and comprehensive layouts using appropriate traditional and digital tools. Interesting to note is the transition by many more students to digital sketch pads, iPads and tablets for sketching. the can be attributed to market place and industry trends and the new affordability of these item. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 30 LCD digital drawing tablets for the IDEA lab to replace outdate Intuos tablets.	
		12/02/2013 - Students are able to create successful comps and designs to meet the course objectives. Increased access to software via Lynda.com online video training is a successful method and pathway to student success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/11/2011 - We have incorporated additional software training in this course. Students are required to take GID 70 - Drawing for Designers to earn the GID AA degree. 10/23/2011 - All students will benefit from additional drawing classes to increase the level of communication needed to succeed in GID careers.
		10/11/2013 - Most students are able to complete successful sketches and digital comps in a variety of design assignments. They are able to use thumbnail sketches to communicate both simple	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and complex concepts and bring the ideas to completion using digital tools into final comprehensive designs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Review of class and homework projects to assess correct use of software **Assessment Method Type:** Class/Lab Project **Target for Success:** Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.	12/05/2013 - Students need to take additional software training courses to properly use the software to create graphic images and designs. Using Lynda.com to augment online training has increased student ability to use software to complete assignments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/11/2011 - No action is needed this time. Online software training has been added to this course. 10/23/2011 - Advise students to enroll in additional video or classroom based software courses to improve use of software to create better designs
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 1 - Apply - A successful student will define unique visual communication projects (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** completion of design projects **Assessment Method Type:** Class/Lab Project **Target for Success:** projects demonstrating competence in the design process from conceptual development to finished piece	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Communication		
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN	**Assessment Method:** completed design projects	08/20/2013 - Learning is successful **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** production/completion of design projects demonstrating professional practices **Assessment Method:** Design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Communication	Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 3. Evaluate - A successful student will evaluate the quality of work in terms of the communication objective and the design solution. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Communication	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 4. Manage - A successful student will manage time and resources of projects from conception to completion. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Management of project	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 5. Prepress - A successful student will demonstrate an understanding of the pre-press production process (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Evaluation of design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Project completion	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 6. Web - A successful student will demonstrate an understanding of the web production process. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Evaluation of design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Completion of project	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 35 - GRAPHIC DESIGN STUDIO III - 7. Diversity - A successful student will communicate information in visual form to a culturally-diverse public. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Design Project **Assessment Method Type:** Class/Lab Project **Target for Success:** Communication		
Course-Level SLO Status: Active	**Assessment Method:** Evaluation of design project **Assessment Method Type:** Class/Lab Project **Target for Success:** Communication	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Quiz reviewing type families and typefaces **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Score of 80% or higher on examination, and visual presentation of examples of each major font family.	10/12/2013 - Students can successfully identify type families and typefaces. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Visual presentation of a completed typographic poster for a loval children's	10/12/2013 - Students can successfully complete typographic projects using industry-standard software applications	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
typographic design principles and techniques in creating finished projects. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	museum. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students successfully demonstrate an understanding of typographic design principles and techniques in their finished creative projects.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 37 - CARTOONING - Cartoon Concepts - The student will be able to create cartoon illustrations utilizing verbal or non verbal humor (Created By Department - Graphic & Interactive Design (GID)) **Start Date:** 09/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will review portfolio of work during class containing lab and homework assignments **Assessment Method Type:** Portfolio Review **Target for Success:** Student demonstrates beginning level of understand of principles and underlying concepts for creating cartoons in multiple portfolio drawings	12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
		10/23/2013 - This course is being taught for the first time since SLO's were implemented, this coming winter and will be reviewed after the winter quarter. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 37 - CARTOONING - Drawing Skills - The student will demonstrate facility with hand tool, rendering surfaces using drawing equipment (Created By Department	**Assessment Method:** Portfolio Review at mid term and end term **Assessment Method Type:** Portfolio Review **Target for Success:**	12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Graphic & Interactive Design (GID)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/09/2013 **Course-Level SLO Status:** Active	A successful student will demonstrate solid beginning drawing skills in multiple projects using traditional and/or digital drawing tools	Target Met **Year This Assessment Occurred:** 2012-2013	
		12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 37 - CARTOONING - Understanding contemporary Styles - The student will demonstrate and understanding of contemporary style trends (Created By Department - Graphic & Interactive Design (GID)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Instructor review of portfolio **Assessment Method Type:** Portfolio Review **Target for Success:** A successful student will provide multiple examples of diverse cartoon styles in the portfolio	12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/05/2013 - Course is being taught for the first time in many years in winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 1. Tools	**Assessment Method:** successful completion of project including	08/20/2013 - Learning is successful **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	making the print matrix (plate) and printing the plate **Assessment Method Type:** Class/Lab Project **Target for Success:** a completed print demonstrating competent use of tools and techniques **Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 2. Prints - A successful student will produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** a print demonstrating competence in image, plate and printing **Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 3. Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 4. Evaluate - A successful student will 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:** Evaluation of discussion **Target for Success:** Demonstration of critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 5. Diversity - A successful student will 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:** Evaluation of discussion **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstration of critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 39 - PRINT ARTS II - 1. Print processes - The student will be able to demonstrate use of the tools and techniques to make fine art prints using photographic processes for relief (woodcut, linoleum block, photopolymer plates), intaglio (etching), stencil (screenprinting) and polyester plate lithography. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed prints	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 39 - PRINT ARTS II - 2. Multiples - The student will be able to produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:**	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed prints	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Graphic & Interactive Design (GID) - GID 39 - PRINT ARTS II - 3. Images - The student will be able to understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of project **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 39 - PRINT ARTS II - 4. Evaluate - The student will be able to 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:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 39 - PRINT ARTS II - 5. Diversity - The student will be able to 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:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 1 - 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))	**Assessment Method:** creation of artwork **Assessment Method Type:** Class/Lab Project **Target for Success:** making unique digital prints that demonstrate knowledge of fine art printing	02/15/2013 - Students are successfully understanding the language of printmaking and digital media **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 40 - DIGITAL PRINTMAKING - 2 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output devices. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** project requiring use of software and hardware **Assessment Method Type:** Class/Lab Project **Target for Success:** making digital prints that demonstrate using hardware and software	02/15/2013 - Students are successfully demonstrating working knowledge **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 1. Computer generated - A successful student will demonstrate foundation skills in producing computer generated images using software for painting, drawing, image processing, photo composites and typography (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** creation of project that demonstrates design principles	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 2. Portfolio - A successful student will produce and present printed works for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** evaluation of project requiring use of software and hardware **Assessment Method Type:** Class/Lab Project **Target for Success:** completed project that demonstrates using hardware and software	08/20/2013 - Learning is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 3. Software - A successful student will demonstrate a working knowledge of computer software. (Created By Department - Graphic & Interactive	**Assessment Method:** Evaluation of project **Assessment Method Type:** Class/Lab Project **Target for Success:**	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Design (GID))	Demonstration of skills		
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 4. Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of project **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 5. Evaluate & Discuss - A successful student will 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:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstration of critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 41 - DIGITAL ART & GRAPHICS - 6. Diversity - A successful student will 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:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstration of critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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.	**Assessment Method:** successful completion of project including planning an image, making the print matrix (plate) and printing the plate **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Graphic & Interactive Design (GID))	a print demonstrating competence in image, plate and printing		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** successful completion of project requiring printing multiples, documentating the prints, and presenting the prints **Assessment Method Type:** Class/Lab Project **Target for Success:** printing an edition of prints and preparing them for exhibition or portfolio presentation		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completion of illustrations that solve the communication problem.	12/05/2013 - Evaluation of all 5 projects shows that students are able to create appropriate illustrations that communicate the content of an editorial or narrative of a story. Many students need additional training in sketching and drawing to achieve higher levels of work. The results in this class are beginning level results as expected. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/11/2013 - Most students are able to create illustrations that communicate the content of an editorial or narrative of a story using both digital and traditional methods via a variety of complex assignments. High levels of competence are seen in final work submitted by many students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 43 - ILLUSTRATION & DIGITAL IMAGING - 2 - Tools - A successful student	**Assessment Method:** Evaluation of projects **Assessment Method Type:**	12/05/2013 - Students demonstrated through project work over 12 weeks of instruction that they	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Design (GID)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** Completion of projects demonstrating competance using painting and drawing tools to solve communication problems.	are able to effectively use painting and drawing tools to visually communicate ideas and information. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** foundation skills for three types of prints	02/15/2013 - This course has not been offered yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** print multiple prints that are uniform, present work for critique and peer review	02/15/2013 - This course has not been offered yet **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** Create an original work of video incorporating live action, still photos, transitions, titles, and soundtrack.	10/12/2013 - Students have demonstrated awareness of elements of time-based media. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro. **Assessment Method Type:** Class/Lab Project **Target for Success:** Successful completion of weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro.	10/12/2013 - Student are able to edit video with iMovie or Moviemaker and Adobe Premiere Pro. Students are able to compose original soundtracks in Audacity or ProTools. Students are able to produce video for the web. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 1. Skills - A successful student will demonstrate foundation skills in producing screenprinted images using hand cut stencils, direct drawn stencils and photographic processes. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluation of printing and prints **Assessment Method Type:** Class/Lab Project **Target for Success:** demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 2. Multiples - A successful student will produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of prints **Assessment Method Type:** Class/Lab Project **Target for Success:** demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 3. Images - A	**Assessment Method:** evaluation of images **Assessment Method Type:**	08/20/2013 - Learning is successful **Result:** Target Met	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** demonstration of skills	**Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 4. Evaluate - A successful student will 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:** evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 5. Diversity - A successful student will 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:** evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 46 - BEGINNING SCREENPRINTING - 6. Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** safe practices	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	**Assessment Method:** Follows instructions which include motion graphics specific language. **Assessment Method Type:** Class/Lab Project **Target for Success:** Follows instructions which include motion graphics specific language and create an original work of time based media.	10/12/2013 - More students understand of the language and characteristics of motion graphics **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 47 - MOTION GRAPHICS - 2 - 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))	**Assessment Method:** Applies motion graphics techniques in Adobe Flash. **Assessment Method Type:** Class/Lab Project **Target for Success:** Successfully applies motion graphics techniques in Adobe Flash to create an original work of time-based media.	10/12/2013 - Students successfully use motion graphic applications Adobe Flash, Adobe Photoshop, and Adobe After Effects to create motion graphic designs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 53 - T-SHIRT DESIGN &	**Assessment Method:** Evaluation of student work		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** Proper preparation of artwork		
Department - Graphic & Interactive Design (GID) - GID 53 - T-SHIRT DESIGN & GARMENT PRINTING - 2 - Preparation - A successful student will demonstrate an understanding of the preparation of artwork for garment printing. (Created By Department - Graphic & Interactive Design (GID)) (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed project demonstrating competence in the preparation of artwork for screenprinting		
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students understanding of design **Assessment Method Type:** Observation/Critique	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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,	**Assessment Method:** Evaluate the students understanding of daily studio activities **Assessment Method Type:** Observation/Critique	09/17/2013 - Students are successfully managing the studio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
safety, and clean up. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students design **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students preparation for printing **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students gained the understanding of the importance of preperation . I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students final project **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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))	**Assessment Method:** Evaluate student performance **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students are producing powerful and culturally rich art. They understand that the more prepared they are the easier and richer the outcome will become. I will continue to assign challenging assignments to continue this trend. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluate the students critique skills **Assessment Method Type:** Observation/Critique	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Create new work based on the works by accomplished artists and designers **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Artwork - produce works of communication design	**Assessment Method:** Evaluate students understanding of the basic design **Assessment Method Type:**	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and personal expression for garment printing. (Created By Department - Graphic & Interactive Design (GID))	Class/Lab Project	Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
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))	**Assessment Method:** Evaluate students understanding of pre-press preparation **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students understand the importance of preparation and how it is a means to success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Studio Managment - practice the management of a printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (Created By Department - Graphic & Interactive Design (GID))	**Assessment Method:** Evaluate students understanding of how to successfully run a print studio **Assessment Method Type:** Observation/Critique	09/17/2013 - Students understand the importance of practicing studio management as a means of not only keep themselves safe but the community **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
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))	**Assessment Method:** Evaluate students understanding of the process and details contained in a business model **Assessment Method Type:** Class/Lab Project	09/17/2013 - Students got a good understanding of how to run a small business and how to be oraganized. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 53B - INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING - Critique	**Assessment Method:** Evaluate students and their input during critiques	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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 Type:** Observation/Critique	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students understanding of artists and their contributions **Assessment Method Type:** Observation/Critique	09/17/2013 - Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students ability to create prints geared to enhance portfolio and meet clients needs **Assessment Method Type:** Class/Lab Project		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students use of digital art software to create their designs **Assessment Method Type:** Class/Lab Project		
Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Multi-color printing - prepare complex production	**Assessment Method:** Evaluate students understanding of multi-color printing **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
art, color separations and halftones for multi-color garment printing. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	Class/Lab Project		
Department - Graphic & Interactive Design (GID) - GID 53C - ADVANCED T-SHIRT DESIGN & GARMENT PRINTING - Studio Managment - manage the printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students daily understanding of daily Studio Matenance **Assessment Method Type:** Observation/Critique		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students understanding of the daily details of running a business. **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 participation during class critiques **Assessment Method Type:** Observation/Critique		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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:** Evaluate students understanding and recognition of artist who have contributed to the craft **Assessment Method Type:** Observation/Critique		
Department - Graphic & Interactive Design (GID) - GID 56 - WEB SITE DESIGN - 1 - Design Methods - A successful student will be able to demonstrate three ways to design a Web site and identify the differences between them. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Students design web sites for class projects. **Assessment Method Type:** Class/Lab Project **Target for Success:** 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.	10/12/2013 - Students are successful in producing web assets and web design projects using three different web development technologies and can identify the differences between them. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students complete projects and produce web sites using different software technologies. **Assessment Method Type:** Class/Lab Project **Target for Success:** 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.	10/12/2013 - New options for industry-standard software applications make it possible for more students successfully complete the goals of the class and to design and publish professional quality web sites. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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,			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
webpage usability and accessibility, and browser compatibility (Created By Department - Graphic & Interactive Design (GID)) **Start Date:** 12/20/2012 **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 57 - WEB SITE DESIGN AND DEVELOPMENT II - Development and Production - Create web pages that effectively demonstrate proficiency with HTML/xHTML and CSS and validate according to current standards for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 58 - WEB DESIGN AND DEVELOPMENT III - Web concepts - Demonstrate a working knowledge of search engine optimization techniques. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students research examples of graphic design careers and participate in discussion forums where they share their findings. **Assessment Method Type:** Discussion/Participation **Target for Success:** Student contributes a written explanation of each career option and how it relates to visual art.	10/12/2013 - Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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))	**Assessment Method:** Students participate in a discussion forum. **Assessment Method Type:** Discussion/Participation **Target for Success:** Student contributes an image representing each graphic design career option.	10/12/2013 - Student successfully identify a ten careers options for visual artists. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will review the written and verbal plan for a working plan for portfolio review **Assessment Method Type:** Presentation/Performance **Target for Success:** Well organized written plan, lists, mind-maps and sketches of layouts of portfolio.	12/05/2013 - Students are able to create a written plan for portfolio. Students are able to verbalize a working plan for portfolio **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - No action is needed at this time
		12/05/2013 - All students submitted complete working portfolios at the end of the quarter using online resources. This class was successful in helping students create final portfolios for transfer, job search and interview options. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual review of student resume and appropriate letters **Assessment Method Type:** Observation/Critique **Target for Success:** Well written documents that are complete resumes' based on student goals set forth in course objectives.	12/05/2013 - Students are able to write resumes, appropriate letters for portfolio purposes. Some students need assistance in writing and composition **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Advise students with weak composition skills to enroll in English composition and writing courses. Alert English department to students in need of help.
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)) **Course-Level SLO Status:** Active	**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 for Success:**	12/05/2013 - Students are able to select 12 to 18 images for inclusion in portfolios **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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 SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Each student will submit for review 12 to 18 images of work completed during the course of study to be included in the portfolio.	12/05/2013 - Students need assistance in determining correct items to display in portfolios but all students have enough images to include in portfolios **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual review of portfolios. **Assessment Method Type:** Portfolio Review **Target for Success:** A successful selection of 12 to 18 professional design or artworks that reflect the students expertise and talent.	12/05/2013 - All students were able to include 12 to 18 professional design or artworks in their portfolios **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Advise all students to work on creating more professional images to include in portfolios
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 SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 62 - SERVICE LEARNING			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active			
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)) **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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class drawing assignments **Assessment Method Type:** Observation/Critique **Target for Success:** Well drawn sketches that reflect the objective of each verbal in-class assignment. Each drawing will use graphic design drawing techniques to accomplish fast methods of communication.	12/05/2013 - 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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 10/11/2013 - Students were able to create sketches and drawings that reflected the complexity of the assigned class work and homework. All students would do better with practice. Drawing requires constant practice to maintain skills. Suggest sketch notebooks be used all the time during the quarter and that students submit them for review at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:**	10/23/2011 - Advise students to draw in sketchbooks each day. Collect and review sketchbooks to critiques student drawing progress. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Review and critique of in-class drawings by instructor. **Assessment Method Type:** Observation/Critique **Target for Success:** Demonstrated use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough drawings	12/05/2013 - Most students meet the class objectives but all can use additional levels of drawing classes to improve drawing skills **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Add a second level of Drawing for Graphic Designers and Illustrators
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual and verbal review of student drawing exercises **Assessment Method Type:** Class/Lab Project **Target for Success:** 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	12/05/2013 - 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 **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Assign additional drawing exercises to improve skills
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)) **Course-Level SLO Status:** Active	**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 for Success:** Well drawn preliminary thumbnail ideas, beginning concepts and rough layouts that use professional design drawing techniques acceptable to class standards.	12/05/2013 - 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 **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Add additional skills exercises to course materials to improve student success.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct visual observation of drawing methods, participation in verbal discussion topics and in class feedback and response session of students. **Assessment Method Type:** Observation/Critique **Target for Success:** Student participates in class interaction, discussions and feedback session in each class.	12/05/2013 - Students understand both the language and the techniques of storyboards. Additional practice is needed to ensure student success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Add vocabulary lists and practice sheets for students to use during class and homework assignemnts to ensure student success.
		10/11/2013 - Students understand the method and techniques needed to draw storyboard exercises in class and for homework. Suggest students keep sketchbooks actively during the quarter and submit for review at end of term. The best work is seen in those that practice daily drawing exercises. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/06/2013 - Add more sketchbook exercises
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Class projects will be given that allow students to draw linear and non-linear storyboards **Assessment Method Type:** Class/Lab Project **Target for Success:** Well drawn storyboards that demonstrate the correct use of visual storytelling methods	12/05/2013 - Students draw better with practice. Additional drawing course and exercises are beneficial to all students to ensure student success **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/06/2013 - Add more drawing exrercises 10/23/2011 - Add additional exercises and drawing skill level assignments to ensure student success
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)) **Course-Level SLO Status:**	**Assessment Method:** Drawing assignments that allow students to demonstrate the proper use of drawing tools and paper substrate surfaces and new digital tools. **Assessment Method Type:** Class/Lab Project **Target for Success:**	12/05/2013 - Students require more time to master drawing methods **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Allow more time for in-class assignments and add more practice work to homework assignments

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Students will create well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital.	12/05/2013 - Students are able to create well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital. They can use more sketchbook practice at drawing. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 71 - STORYBOARDING - 4 - Presentation - A successful student will create storyboards for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual and Verbal review of presentation of storyboards in class by students **Assessment Method Type:** Presentation/Performance **Target for Success:** The successful student will present well drawn storyboards that demonstrate professional presentation and delivery.	12/05/2013 - Most students that practice drawing at home and outside class or that have had additional drawing classes tend to draw better by the completion of the class. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/23/2011 - Add notebook practice drawing work and assignments for all students.
Department - Graphic & Interactive Design (GID) - GID 77 - ADVANCED WEB DESIGN & DEVELOPMENT - Web creation methods - 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 (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
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 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 77 - ADVANCED WEB DESIGN & DEVELOPMENT - Technical proficiency 2 - 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)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE DEVELOPMENT - development methods - Demonstrate an understanding of approriate applications of rapid website development technologies and their implementations for website development. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE DEVELOPMENT - technical proficiency - Load and configure Drupal and WordPress modules in a server environment (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Inactive			
Department - Graphic & Interactive Design (GID) - GID 78 - RAPID WEBSITE DEVELOPMENT - software proficiency - Create a website that effectively demonstrates proficiency with Drupal and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
WordPress for class critique and portfolio presentation. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			
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 bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of competed hands-on projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Bound books demonstating competence in their construction.	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Evaluation of binding projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** handmade books that contain content requiring critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 3. Design - A successful student will demonstrate basic design layout in bookmaking. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of design projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 4. Discuss - A successful student will discuss and	**Assessment Method:** Evaluation of participation **Target for Success:**	08/20/2013 - Learning is successful **Result:** Target Met	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
analyze content and form in book arts. (Created By Department - Graphic & Interactive Design (GID))	Demonstration of skills	**Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 5. Evaluate - A successful student will evaluate craftspersonship in the book arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of student **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 6. Tools & Materials - A successful student will demonstrate safe use of book art tools. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from different cultures. (Created By Department - Graphic & Interactive Design (GID)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:**	**Assessment Method:** Evaluation of particpation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evalation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** completion of handmade books that incorporated form, materials and presentation strategies that support the books content	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** completed handmade books containing content that demonstate competence from planning to presentation that supports the books concept		
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 2. 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)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** completed books demonstrating competence in design, layout and typography	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 3. Narrative - A successful student will demonstrate an understanding of narrative structures, pacing and sequencing in book arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 4. Reproduction - A successful student will demonstrate an understanding of reproduction techniques in book arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 5. Content & form - A successful student will discuss and analyze content and form in book arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 6. Craft - A successful student will evaluate craftspersonship in the book arts. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 91 - BOOK ARTS II - 7. Diversity - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	08/20/2013 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING	**Assessment Method:** Evaluation of projects	08/21/2013 - Students are successfully defining their own projects based on letterpress processes,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 1 - Define - A successful student will be able to define letterpress printing, processes and materials (Created By Department - Graphic & Interactive Design (GID)) **Start Date:** 04/13/2013 **End Date:** 06/22/2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of planning a competant project for letterpress printing.	materials and principles. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are successfully defining their own projects based on letterpress processes, materials and principles.	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
	Assessment Method: Tests/quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Passable grade of all tests/quiz.		
Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 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)) **Start Date:** 04/13/2013 **End Date:** 06/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed letterpress project demonstrating the design process from start to finish.	08/21/2013 - Student demonstrated understanding of letterpress history and cultural diversity in design solutions and printed projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Student demonstrated understanding of letterpress history and cultural diversity in design solutions and printed projects.	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
	Assessment Method: Final oral presentaton at end of quarter. **Assessment Method Type:** Presentation/Performance **Target for Success:** Each student will present a subject dealing with the history of letterpress and it's cultural diversity.		
Department - Graphic & Interactive Design (GID) - GID 92 - LETTERPRESS PRINTING - 3 - Understand - A successful student will	**Assessment Method:** Each student will observe at least one operating letterpress facility during class		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
be able to explain the operations of a letterpress printing facility. (Created By Department - Graphic & Interactive Design (GID)) **Start Date:** 04/13/2013 **End Date:** 06/22/2013 **Course-Level SLO Status:** Active	field trips and participate in a group discussion afterwards during class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 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 for Success:** 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 for Success:** 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))	**Assessment Method:** Each student's work will be evaluated in process and when finished. **Assessment Method Type:** Class/Lab Project **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 04/13/2013	Completion of each project per specifications.		
End Date: 06/22/2013 **Course-Level SLO Status:** Active			
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)) **Start Date:** 04/13/2013	**Assessment Method:** Class critique of projects by all participants with positive discussion and evaluation of concept, design and printing. **Assessment Method Type:** Discussion/Participation **Target for Success:** A completed work that meets all the project criteria.		
End Date: 06/22/2013 **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Completed project demonstrating an edition of prints printed on a printing press.	08/21/2013 - Students are demonstrating their advancement in using printing presses. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are demonstrating their advancement in using printing presses.	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of critique **Assessment Method Type:** Observation/Critique **Target for Success:** Demonstration of analyzing letterpress created works via group critique or written evaluation.	08/21/2013 - Students are demonstrating the complete understanding of content, form and technique of works created when using letterpress printing. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are demonstrating the complete	12/11/2011 - Maintain on-going evaluation of course content and learning strategies

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		understanding of content, form and technique of works created when using letterpress printing.	
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)) **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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
successfully publishing a document. (Created By Department - Graphic & Interactive Design (GID)) **Course-Level SLO Status:** Active			