

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

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

Name	Department	Position
Carolyn Brown	GID	Instructor
Jordan Fong	ART & GID	Instructor (hired Sept. 2016)
Joe Ragey	ART & GID	Instructor (retired June 2016)

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: Example: Administrative Assistant I

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The GID department experienced a 8% drop enrollment due primarily to changes in the local economy. However the department was able to offset that loss by reducing the number of sections by 33% to boost Productivity by 25%. Student success has climbed 7% across all GID courses with an accompanied drop of 2% and 4% in non success and withdrawl respectively.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

In 2015-2016 GID significantly reduced the number of sections while serving a higher number of students than the prior year. This exceeded our goal of bringing productivity to the level held in 2014. The opening of the Sunnyvale Center in 2016-2017 combined with the hiring of a new FT ART/GID instructor and an additional PT GID instructor enabled GID to offer additional on-campus classes for students in our geographical area that wish to attend in person.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Student success rates are evident in the steady rise of success amoung targeted groups over the past four years. Targeted groups now have a 75% success rate, up from 66% last year and 58% four years ago. The largest increase was amoung Latino/a and Filipino students in part due to the efficacy of the

multi-modal and interactive tools used in our online classes. These tools support the equity needs of students from diverse cultures and non-traditional students who learn better with audio and video support.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal: *“Create a culture of equity that promotes student success, particularly for underserved students.”*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The GID program will continue to embrace student equity. Graphic Design is a profession for all and is not limited by cultural or geographical barriers. The Department faculty, adjunct faculty, and guest speakers represent a diverse group of design professionals. Project based learning provides opportunities for students to connect with their individual culture and/or create for a culturally diverse audience. The Graphic & Interactive Design department will continue to expand our use of multi-modal and interactive tools in our online classes to address the equity needs of students who learn better through auditory or video channels.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
Offer 2 hybrid classes at the Sunnyvale Center plus one hybrid class at FH campus	Fall 2016	Increase on-campus course offerings
Offer 2 hybrid plus one F2F class at the Sunnyvale Center	Winter 2017	Increase on-campus course offerings
Offer 2 hybrid classes at the Sunnyvale Center and 2 hybrid classes at FH	Spring 2017	Increase on-campus course offerings
Increase funding for instructional equipment and supplies	Winter 2017	enrollment upholding professional standards
Updating garment printing studio equipment	Spring 2017	Preparing students to enter the workforce

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
NuArc MSP 3140 Exposure Unit Bulb	230	Preparing students to enter the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

60 New Screens	1,600	Preparing students to enter the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6-color Riley Hopkins printing press (industry standard)	3,800	Preparing students to enter the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Color Mixing System to mix Pantone ink (industry standard)	880	Preparing students to enter the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Riley Hopkins vacumm platen	375	Preparing students to enter the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassigned time.

PLEASE GO TO THE BOTTOM OF THE DOCUMENT FOR THE DEAN'S COMMENTS.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

GID CL-SLO REPORT

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 graphic design processes of layout, composition 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.

GID 1: HISTORY OF GRAPHIC DESIGN

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
1 - Historical/Cultural Context - A successful student will analyze visual communication in historical and cultural context. Course-Level SLO Status: Active	Essay/Journal - Weekly quiz essay questions and weekly field journal entries Target for Success: demonstrate critical thinking when analyzing information	Year This Assessment Occurred: 2016-2017 Result: Target Met The weekly quiz and journal entries are effective assessment tools. (11/11/2016) Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful (11/11/2015) Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (12/04/2013) Year This Assessment Occurred: 2011-2012 Result: Target Met Critical thinking is clearly demonstrated by most students. When students are short of expected goals, they are provided feedback on how to improve. (09/19/2012) GE/IL-SLO Reflection: Instructional approach is working for both GE and Graphic Design majors.	Action Plan: Continue monitoring results and try new approaches if change in success rate. (09/19/2012) Action Plan: Monitor success and adjust as needed so every student is successful (09/19/2012)
2. Visual communication - A successful student will discuss the relation of visual communication in various societal and cultural settings. Course-Level SLO Status: Active	Essay/Journal - Weekly quiz essay questions and weekly field journal entries Target for Success: Demonstrate critical thinking	Year This Assessment Occurred: 2016-2017 Result: Target Met Student successfully demonstrate critical thinking in their weekly quiz and journal entries. (11/11/2016)	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/11/2015)</p>	
<p>3. Historical principles - A successful student will understand the historical principles of visual communication.</p> <p>Course-Level SLO Status: Active</p>	<p>Weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: Demonstrate critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (12/04/2013)</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Student successfully demonstrated their understanding of historical principles of visual communication in their weekly quiz and journal entries. (11/11/2016)</p>	
<p>4. Technology - A successful student will discuss issues and ramifications of the use of technology in visual communication.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: Demonstrate critical thinking</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (12/04/2013)</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Student successfully discusses issues and ramifications of the use of technology in visual communications in their weekly quiz and journal entries. (11/11/2016)</p>	
<p>5. Media - A successful student will analyze content and purpose in relation to specific media.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: Demonstrate critical thinking</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (12/04/2013)</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Student successfully analyzed content and purpose in relation to specific media in their weekly quiz and journal entries. (11/11/2016)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>6. Interpret - A successful student will interpret images, symbols and typography.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: demonstration of critical thinking when interpreting</p>	<p>Result: Target Met Learning is successful (12/04/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (12/04/2013)</p>	
		<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Student successfully interpreted images, symbols, and typography in their weekly quiz and journal entries. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (12/04/2013)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (12/04/2013)</p>	
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met Learning objective here is being met. (09/19/2012)</p>	
		<p>GE/IL-SLO Reflection: I am pleased with the results of this approach. Learning is successful.</p>	<p>Action Plan: Continue monitoring results and try new approaches if change in success rate. (09/19/2012)</p>
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met This approach is successfully getting students to meet objectives. (09/19/2012)</p>	
		<p>GE/IL-SLO Reflection: Learning goals are being met.</p>	<p>Action Plan: Continue monitoring results and try new approaches if change in success rate. (09/19/2012)</p>
<p>7. Media on culture - A successful student will understand the influence and impact of informative and persuasive media on culture.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: Demonstrate critical thinking</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Student successfully demonstrates an understanding of the influence and impact of informative and persuasive media on culture. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Recontextualization - A successful student will discuss how images and icons of the past are being recontextualized to form new ideas and cross-cultural identities.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Weekly quiz essay questions and weekly field journal entries</p> <p>Target for Success: demonstrate of critical thinking when discussing</p>	<p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (12/04/2013)</p>	
		<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Student successfully discussed how images and icons of the past are being recontextualized to form new ideas and cross-cultural identities. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (12/04/2013)</p>	

GID 2:THE HISTORY OF THE PRINTED BOOK

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>2. Esthetic Evaluation - 2. Student can discuss and evaluate the esthetic differences, strengths and weaknesses of historical types, printing and bindery.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 09/26/2012</p> <p>End Date: 12/07/2012</p>	<p>Essay/Journal - 3-5 pages essay comparing the differences of design, type, borders and decoration used for historical production of significant historical books</p> <p>Target for Success: 80% of students will receive a grade of 3 or higher on a 5-point rubric.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught since the last assessment reflection. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Course was not taught last year. (06/24/2014)</p>	
<p>1. Historical Identification - 1. Student can identify historical books by type, design and classify the origin and time period.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/07/2012</p>	<p>Exam - Course Test/Quiz - weekly quiz, discussions and tests covering the design, type, printing and binding of historical books.</p> <p>Target for Success: 80% of students will receive a grade of 3 or higher on the 5 point rubric.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught since the last assessment reflection. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Course was not taught last year (06/24/2014)</p>	

GID 30:PAPER ARTS I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1. Knowledge - A successful student will demonstrate knowledge of various traditions, processes, characteristics and applications of paper.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - review of student presentation</p> <p>Target for Success: demonstrate knowledge of subject matter</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (02/15/2013)</p>	
<p>2 - Construct - A successful student will construct basic western papermaking equipment.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - review of paper screens made and responsible usage</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (02/15/2013)</p>	
<p>3. Paper - A successful student will construct handmade paper from diverse ethnic and historical traditions.</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (02/15/2013)</p>	
<p>4. Applications - A successful student will demonstrate traditional and non-traditional applications of paper in the paper, book and print arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (12/04/2013)</p>	
<p>5. Content & form - A successful student will discuss and analyze content and form in paper arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (12/04/2013)</p>	
<p>6. Craft - A successful student will evaluate craftsmanship in the paper arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (12/04/2013)</p>	
<p>7. Safety - A successful student will understand and practice the safe handling of tools and materials.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of studio practice</p> <p>Target for Success: Safe handling of tools and materials</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been taught yet (12/04/2013)</p>	

GID 31:GRAPHIC DESIGN DRAWING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Quick Drawing - A successful student will create arresting, on-the-spot drawings quickly.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - In-class drawing assignments</p> <p>Target for Success: Well drawn sketches that reflect the objective of each verbal in-class assignment.</p> <p>Each drawing will use graphic design drawing techniques to accomplish fast methods of communication.</p>		
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Review and critique of in-class drawings by instructor.</p> <p>Target for Success: Demonstrated use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough drawings</p>		
<p>3 - Light/Shadow - A successful student will be able to indicate light and shadow as they apply to defining form and/or anatomy.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Visual and verbal review of student drawing exercises</p> <p>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</p>		
<p>4 - Presentation - A successful student will be able to demonstrate improved presentation techniques in producing layouts for graphic designs.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Visual and verbal review of in-class and homework assignments that demonstrate correct methods of layout and design</p> <p>Target for Success: Well drawn preliminary thumbnail ideas, beginning concepts and rough layouts that use professional design drawing techniques acceptable to</p>		

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
	class standards.		

GID 33:GRAPHIC DESIGN STUDIO I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of student contributions to classroom discussion. Evaluation of student contributions recorded in a recorded video discussion when taught online.</p> <p>Target for Success: Students can identify and explain elements of visual language in selected graphic design samples.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students successfully discussed an example of graphic design provided by a classmate and identify elements of visual language. (11/11/2016)</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students can successfully identify elements of visual language when presented with selected samples of graphic design in classroom discussion or online video discussions. (07/12/2016)</p>	
<p>2 - Software - A successful student will demonstrate technical and expressive fluency in industry-standard software applications. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Review of class and homework projects to assess correct use of software.</p> <p>Target for Success: Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students demonstrate proficient use of Adobe Creative Cloud applications to create graphic designs. (07/12/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students can successfully complete projects using industry-standard software applications (11/06/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students can successfully complete projects using industry-standard software applications (05/29/2014)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students can successfully complete projects using industry-standard software applications (10/12/2013)</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Result: Target Not Met</p> <p>Students need more time using Adobe InDesign. Currently students spend 4 weeks learning Adobe Photoshop, 4 weeks learning Adobe Illustrator, and 3 weeks learning Adobe InDesign. Many students come to class with some prior experience in Adobe Photoshop but no knowledge of the other two applications. Because InDesign is new to all the students there needs to</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>be more time given to the instruction of this application. (12/12/2011)</p>	

GID 34:GRAPHIC DESIGN STUDIO II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Visual review of sketches and comps</p> <p>Target for Success: Correct use of sketches and comps to communicate preliminary design information to clients for projects.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Portfolio review and weekly critiques of projects demonstrate that students are able to produce rough sketches and tight comprehensive layouts using appropriate tools and technology. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Portfolio review and weekly critiques of projects shows students are able to produce rough sketches and tight comprehensive layouts using appropriate tools and technology. (11/15/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Portfolio review and weekly critiques of projects shows an improved level of understanding for rough sketches and tight comprehensive layouts using appropriate tools and technology. (10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. This can be attributed to market place and industry trends and the new affordability of these items. (12/05/2013)</p> <p>Resource Request: 30 LCD digital drawing tablets for the IDEA lab to replace outdated Intuos tablets.</p>	<p>Action Plan: 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. (12/11/2011)</p>
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/02/2013)</p>	<p>Action Plan: All students will benefit from additional drawing classes to increase the level of communication</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>needed to succeed in GID careers. (10/23/2011)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met 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 and complex concepts and bring the ideas to completion using digital tools into final comprehensive designs. (10/11/2013)</p>	
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))	Class/Lab Project - Review of class and homework projects to assess correct use of software Target for Success: Students demonstrate correct use of Adobe Creative Suite software to create graphic designs.	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated effective use of page layout software to visually communicate ideas and information through multiple layout projects designed to test effective comprehension of software and layout principles. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Students demonstrated effective use of page layout software to visually communicate ideas and information through multiple layout projects designed to test effective comprehension of software and layout principles. (11/15/2015)</p> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Students demonstrated effective use of page layout software to visually communicate ideas and information through multiple layout projects designed to test effective comprehension of software and layout principles. (10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013 Result: Target Met 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. (12/05/2013)</p>	Action Plan: No action is needed this time. Online software training has been added to this course. (12/11/2011)
			Action Plan: Advise students to enroll in additional video or classroom based software courses to improve use of software to create

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
			better designs (10/23/2011)

GID 35:GRAPHIC DESIGN STUDIO III

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Apply - A successful student will define unique visual communication projects</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - completion of design projects</p> <p>Target for Success: projects demonstrating competence in the design process from conceptual development to finished piece</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully defined unique visual communication projects. (11/11/2016)</p>	
	<p>Class/Lab Project - Design project</p> <p>Target for Success: Communication</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/11/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>2 - Construct - A successful student will be able to design complex pieces on a professional level. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - completed design projects</p> <p>Target for Success: production/completion of design projects demonstrating professional practices</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully communicated their unique visual communication projects (11/11/2016)</p>	
	<p>Class/Lab Project - Design project</p> <p>Target for Success: Communication</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/11/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>3. Evaluate - A successful student will evaluate the quality of work in terms of the communication objective and the design solution.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Design project</p> <p>Target for Success: Communication</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully evaluated the quality of work in terms of the communication objective and the design solution. (11/11/2016)</p>	<p>Year This Assessment Occurred: 2014-2015</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>4. Manage - A successful student will manage time and resources of projects from conception to completion.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of design project</p> <p>Target for Success: Management of project</p>	<p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	
<p>5. Prepress - A successful student will demonstrate an understanding of the pre-press production process</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of design project</p> <p>Target for Success: Project completion</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students successfully managed time and resources of projects from conception to completion. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	
<p>6. Web - A successful student will demonstrate an understanding of the web production process.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of design project</p> <p>Target for Success: Completion of project</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students demonstrated an understanding of the pre-press production process (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	
		<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students demonstrated an understanding of the web production process. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
7. Diversity - A successful student will communicate information in visual form to a culturally-diverse public. Course-Level SLO Status: Active	Class/Lab Project - Design Project Target for Success: Communication	Result: Target Met Learning is successful (08/20/2013)	
7. Diversity - A successful student will communicate information in visual form to a culturally-diverse public. Course-Level SLO Status: Active	Class/Lab Project - Evaluation of design project Target for Success: Communication	Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully communicated information in visual form to a culturally-diverse public. (11/11/2016)	
	Class/Lab Project - Evaluation of design project Target for Success: Communication	Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully communicated information in visual form to a culturally-diverse public. (11/11/2016)	
		Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful (11/11/2015)	
		Year This Assessment Occurred: 2012-2013	
		Result: Target Met	
		Learning is successful (08/20/2013)	

GID 36:TYPOGRAPHY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Quiz reviewing type families and typefaces</p> <p>Target for Success: Score of 80% or higher on examination, and visual presentation of examples of each major font family.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students score 80% or higher on a quiz for identify type families and typefaces. (07/12/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students are able to identify type families and typefaces. (11/06/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met Students can successfully identify type families and typefaces. (05/29/2014)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Students can successfully identify type families and typefaces. (10/12/2013)</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Result: Target Met Students are successful in identifying type families and typefaces. (12/12/2011)</p> <p>Resource Request: need to obtain copy of new textbook</p>	
<p>2 - Principles - A successful student will be able to demonstrate an understanding of typographic design principles and techniques in creating finished projects. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Classroom presentation of a completed typographic design for a book cover.</p> <p>Target for Success: Students successfully demonstrate an understanding of typographic design principles and techniques in their finished creative projects.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students successfully demonstrate an understanding of typographic design principles and techniques by designing a typographic book cover. (07/12/2016)</p>	

GID 37:CARTOONING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Cartoon Concepts - The student will be able to create cartoon illustrations utilizing verbal or non verbal humor</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 09/09/2013</p>	<p>Portfolio Review - Instructor will review portfolio of work during class containing lab and homework assignments</p> <p>Target for Success: Student demonstrates beginning level of understand of principles and underlying concepts for creating cartoons in multiple portfolio drawings</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Students created cartoon illustrations utilizing verbal or nonverbal humor (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students created cartoon illustrations utilizing verbal or non verbal humor (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met 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. (12/05/2013)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Not Met 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. (12/05/2013)</p>	
<p>Drawing Skills - The student will demonstrate facility with hand tool, rendering surfaces using drawing equipment</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/09/2013</p>	<p>Portfolio Review - Portfolio Review at mid term and end term</p> <p>Target for Success: A successful student will demonstrate solid beginning drawing skills in multiple projects using traditional and/or digital drawing tools</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Students demonstrated facility with hand tool, rendering surfaces using drawing equipment (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students demonstrated facility with hand tool, rendering surfaces using drawing equipment (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Course is being taught for the first time in many years in</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>winter of 2014. Assessment and Reflections will be entered after the class is completed at the end of the quarter. (12/05/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/05/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Not Met</p> <p>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. (12/05/2013)</p>	
<p>Understanding contemporary Styles - The student will demonstrate and understanding of contemporary style trends</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/09/2013</p>	<p>Portfolio Review - Instructor review of portfolio</p> <p>Target for Success: A successful student will provide multiple examples of diverse cartoon styles in the portfolio</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated an understanding of contemporary style trends (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students demonstrated an understanding of contemporary style trends (11/11/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/05/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/05/2013)</p>	

GID 38:PRINT ARTS I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1. Tools and Techniques - A successful student will demonstrate use of the tools and techniques associated with a variety of print mediums, including relief (woodcut, linoleum block, intaglio (etching), stencil (screenprint) and monoprinting processes.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - successful completion of project including making the print matrix (plate) and printing the plate</p> <p>Target for Success: a completed print demonstrating competent use of tools and techniques</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught in 2015-2016 (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	
<p>2. Prints - A successful student will produce uniform multiples and present work for exhibition or portfolio.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - evaluation of completed projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught in 2015-2016 (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (02/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>3. Images - A successful student will</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
	<p>Class/Lab Project - Evaluation of</p>	<p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise.</p> <p>Course-Level SLO Status: Active</p>	<p>projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Result: Target Met this class was not taught in 2015-2016 (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	
<p>4. Evaluate - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Evaluation of discussion</p> <p>Target for Success: Demonstration of critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught in 2015-2016 (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	
<p>5. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation -</p> <p>Evaluation of discussion</p> <p>Target for Success: Demonstration of critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught in 2015-2016 (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Learning is successful (08/20/2013)</p>	

GID 39:PRINT ARTS II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completed prints</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught in 2015-2016 (11/11/2016)</p>	
<p>2. Multiples - The student will be able to produce uniform multiples and present work for exhibition or portfolio.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completed prints</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught in 2015-2016 (11/11/2016)</p>	
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of project</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught in 2015-2016 (11/11/2016)</p>	
<p>4. Evaluate - The student will be able to critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught in 2015-2016 (11/11/2016)</p>	
<p>5. Diversity - The student will be able to recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught in 2015-2016 (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful. (08/20/2013)</p>	

GID 40: DIGITAL PRINTMAKING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Language - A successful student will demonstrate an understanding of the language of fine art printmaking and digital media.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - creation of artwork</p> <p>Target for Success: making unique digital prints that demonstrate knowledge of fine art printing</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught this year (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Students are successfully understanding the language of printmaking and digital media (02/15/2013)</p>	
<p>2 - Images - A successful student will assess form, content and technique when solving problems in visual image creation.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught this year (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met Learning is successful (02/18/2014)</p>	
<p>3 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output devices.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - project requiring use of software and hardware</p> <p>Target for Success: making digital prints that demonstrate using hardware and software</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met this class was not taught this year (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met Learning is successful (02/18/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Students are successfully demonstrating working knowledge (02/15/2013)</p>	
		<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>aesthetic characteristics of computer hardware and software and a discernment in their application.</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Demonstrate skills</p>	<p>this class was not taught this year (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	
<p>5 - Prints - A successful student will create digital prints for class critique and exhibition.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - evaluation of project requiring use of software and hardware</p> <p>Target for Success: completed project that demonstrates using hardware and software</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught this year (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	
<p>6 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>this class was not taught this year (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	

GID 41: DIGITAL ART & GRAPHICS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - evaluation of completed projects</p> <p>Target for Success: creation of project that demonstrates design principles</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated foundation skills in producing computer generated images using software for painting, drawing, image processing, photo composites, and typography (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful. (08/20/2013)</p>	
<p>2. Portfolio - A successful student will produce and present printed works for exhibition or portfolio.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - evaluation of project requiring use of software and hardware</p> <p>Target for Success: completed project that demonstrates using hardware and software</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students produced and presented printed works for exhibition or portfolio. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful. (08/20/2013)</p>	
<p>3. Software - A successful student will demonstrate a working knowledge of computer software.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of project</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated a working knowledge of computer software. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>4. Images - A successful student will understand the importance of</p>	<p>Class/Lab Project - Evaluation of project</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>developing relevant and original images apart from style, decorative qualities and technical expertise.</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Demonstration of skills</p>	<p>Students demonstrated an understanding of the importance of developing relevant and original images apart from style, decorative qualities, and technical expertise. (11/11/2016)</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p>
<p>5. Evaluate & Discuss - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Demonstration of critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>6. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Demonstration of critical thinking</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students critically evaluated, defined and discussed his or her own projects and the projects of student peers. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
		<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students recognized and appreciated the artistic contributions made by people from diverse cultures and backgrounds. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	

GID 42:BEGINNING ETCHING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Foundation Skills - Demonstrate foundation skills in producing images on plates and printing them.</p> <p>Course-Level SLO Status: Active</p>	<p>successful completion of project including planning an image, making the print matrix (plate) and printing the plate</p> <p>Target for Success: a print demonstrating competence in image, plate and printing</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>This course was not offered in 2014-2015 (11/12/2015)</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>2 - Multiples - A successful student will produce uniform multiples, to mat, document and present work in proper portfolio form.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - successful completion of project requiring printing multiples, documenting the prints, and presenting the prints</p> <p>Target for Success: printing an edition of prints and preparing them for exhibition or portfolio presentation</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of images</p> <p>Target for Success: Demonstration of Skills</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	
<p>4 - Evaluate - A successful student will critically evaluate his or her own projects.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	
<p>5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>backgrounds.</p> <p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	
<p>6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of studio practice</p> <p>Target for Success: Safe practices</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>

GID 43:ILLUSTRATION & DIGITAL IMAGING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completion of illustrations that solve the communication problem.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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. Students are improving with additional training in sketching and drawing to achieve higher levels of work. (11/15/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/05/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (10/11/2013)</p>	
<p>2 - Tools - A successful student will be able to effectively use painting and drawing tools to visually communicate ideas and information. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completion of projects demonstrating competence using painting and drawing tools to solve communication problems.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students demonstrated through project work over 12 weeks of instruction that they are able to effectively use painting and drawing tools to visually communicate ideas and information. (11/15/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>Result: Target Met</p> <p>Students demonstrated through project work over 12 weeks of instruction that they are able to effectively use painting and drawing tools to visually communicate ideas and information. (12/05/2013)</p>	

GID 44:BEGINNING RELIEF PRINTMAKING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Relief Images - demonstrate foundation skills in producing images on plates and printing them using embossing, linoleum block and collagraph printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - evaluate plates and printing</p> <p>Target for Success: foundation skills for three types of prints</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>This course was not offered in 2014-2015 (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been offered yet (02/15/2013)</p>	
<p>2 - Printing - produce uniform multiples and present work for exhibition or portfolio.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - evaluate work produced</p> <p>Target for Success: print multiple prints that are uniform, present work for critique and peer review</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This course has not been offered yet (02/15/2013)</p>	
<p>3 - Images - understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of images</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is happening (02/18/2014)</p>	
<p>4 - Evaluate - critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is happening (02/18/2014)</p>	
<p>5 - Diversity - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is happening (02/18/2014)</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>6 - Tools & Materials - understand and practice the safe handling of tools and materials.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of studio practice</p> <p>Target for Success: Safe practices</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is happening (02/18/2014)</p>	

GID 45: DIGITAL SOUND, VIDEO & ANIMATION

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Elements - A successful student will demonstrate an awareness of elements of time-based media. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Class projects require creative video production techniques including script writing, storyboard, framing, and editing of video clips.</p> <p>Target for Success: Create an original work of video incorporating through the steps of script writing, storyboard, framing, and editing of video clips.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully express their ideas through the steps of script writing, storyboard, framing, and editing of video clips. (07/12/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Students can successfully express their ideas in an original video incorporating live action, still photos, transitions, titles, and soundtrack. (11/06/2015)</p> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met Students successfully create an original work of video incorporating live action, still photos, transitions, titles, and soundtrack. (05/29/2014)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students have demonstrated awareness of elements of time-based media. (10/12/2013)</p> <p>Year This Assessment Occurred: 2010-2011 Result: Target Met Students can successfully express their ideas in an original video incorporating live action, still photos, transitions, titles, and soundtrack. (12/12/2011)</p> <p>Resource Request: video production requires state-of-the art technology and updated software.</p>	
<p>2 - Software - A successful student will be able to apply basic video editing techniques using a video editor app on their computer or mobile device. A successful student will be able to compose an original soundtracks in Audacity. A successful student will be able to create animation using computer animation software. (Created By Department -</p>	<p>Class/Lab Project - Weekly exercises using video, audio, or animation apps on personal computers or mobile devices.</p> <p>Target for Success: Successful completion of weekly exercises using video, audio, or animation apps on personal computers or mobile devices.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students successfully complete weekly creative and skill-based exercises using video, audio, or animation apps on personal computers or mobile devices. (07/12/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Students creatively complete weekly exercises using video, audio, or animation apps on personal computers or mobile devices. (11/06/2015)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students successfully complete of weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro (05/29/2014)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (10/12/2013)</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Result: Target Met</p> <p>Students successfully complete weekly exercises in iMovie or Moviemaker, Audacity, Premier or Final Cut Pro. (12/12/2011)</p> <p>Resource Request: video production requires state-of-the art technology and updated software.</p>	

GID 46:BEGINNING SCREENPRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1. Skills - A successful student will demonstrate foundation skills in producing screenprinted images using hand cut stencils, direct draw stencils and photographic processes.</p>	<p>Class/Lab Project - evaluation of printing and prints</p> <p>Target for Success: demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students demonstrated foundation skills in producing screenprinted images using hand cut stencils, direct draw stencils and photographic processes. (11/11/2016)</p>	
<p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>2. Multiples - A successful student will produce uniform multiples and present work for exhibition or portfolio.</p>	<p>Class/Lab Project - Evaluation of prints</p> <p>Target for Success: demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students produced uniform multiples and presented work for exhibition or portfolio. (11/11/2016)</p>	
<p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>3. Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise.</p>	<p>Class/Lab Project - evaluation of images</p> <p>Target for Success: demonstration of skills</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students demonstrated an understanding the importance of developing relevant and original images apart from style, decorative qualities, and technical expertise. (11/11/2016)</p>	
<p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>4. Evaluate - A successful student will critically evaluate, define and discuss</p>	<p>Discussion/Participation - evaluation of participation</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: critical thinking</p>	<p>Students critically evaluated, defined and discussed his or her own projects and the projects of student peers. (11/11/2016)</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful (11/12/2015)</p>
<p>5. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - evaluation of participation Target for Success: critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (08/20/2013)</p>	
<p>6. Tools & Materials - A successful student will understand and practice the safe handling of tools and materials.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of studio practice Target for Success: safe practices</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students recognized and appreciated the artistic contributions made by people from diverse cultures and backgrounds. (11/11/2016)</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful (11/12/2015)</p>
		<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (08/20/2013)</p>	

GID 47:MOTION GRAPHICS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Language - A successful student will demonstrate an understanding of the language and characteristics of motion graphics. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Follows instructions which include motion graphics specific language.</p> <p>Target for Success: Follows instructions which include motion graphics specific language and create an original work of time based media.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully follow instructions which include motion graphics specific language and create an original work of time based media. (11/12/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students successfully follow instructions which include motion graphics specific language and create an original work of time based media. (05/29/2014)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>More students understand of the language and characteristics of motion graphics (10/12/2013)</p> <hr/> <p>Year This Assessment Occurred: 2010-2011</p> <p>Result: Target Not Met</p> <p>Although most students can create a piece of time-based media which demonstrates the characteristics of motion graphics. An appreciable number of students cannot sufficiently use the language of motion graphics to explain time-based media (12/12/2011)</p> <p>Resource Request: Time-based media requires yearly updates for software and hardware.</p>	
<p>2 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Applies motion graphics techniques in Adobe Flash.</p> <p>Target for Success: Successfully applies motion graphics techniques in Adobe Flash to create an original work of time-based media.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully use motion graphic applications Adobe Flash, Adobe Photoshop, and Adobe After Effects to create motion graphic designs. (11/12/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Result: Target Met Students successfully use motion graphic applications Adobe Flash, Adobe Photoshop, and Adobe After Effects to create motion graphic designs. (05/29/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students successfully use motion graphic applications Adobe Flash, Adobe Photoshop, and Adobe After Effects to create motion graphic designs. (10/12/2013)</p>	
		<p>Year This Assessment Occurred: 2010-2011 Result: Target Not Met Students need a more thorough introduction to Adobe Flash and time-based content creation. (12/12/2011) Resource Request: Time-based media requires yearly updates for software and hardware.</p>	

GID 48:MONOPRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
1 - Foundation Skills - A successful student will demonstrate foundation skills in producing monoprinted images using painting, drawing and stencils.	Observation/Critique - evaluate plates and printing Target for Success: foundation skills for prints	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active			
2 - Portfolio - A successful student will present work for exhibition or portfolio.	Observation/Critique - evaluate work produced Target for Success: print multiple prints that are uniform, present work for critique and peer review	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active			
3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise.	Class/Lab Project - Evaluation of images Target for Success: Demonstration of skills	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active			
4 - Evaluate - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers.	Discussion/Participation - Evaluation of participation Target for Success: Critical thinking	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active			
5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.	Discussion/Participation - Evaluation of participation Target for Success: Critical thinking	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active			
6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and	Class/Lab Project - Evaluation of studio practice	Year This Assessment Occurred: 2016-2017 Result: Target Met	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>materials.</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Safe practices</p>	<p>This course was not offered this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Learning is successful (02/18/2014)</p>	

GID 53:T-SHIRT DESIGN & GARMENT PRINTING

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of student work</p> <p>Target for Success: Proper preparation of artwork</p>		
<p>2 - Preparation - A successful student will demonstrate an understanding of the preparation of artwork for garment printing. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completed project demonstrating competence in the preparation of artwork for screenprinting</p>		

GID 53A:BEGINNING T-SHIRT DESIGN & GARMENT PRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Artwork - demonstrate an understanding of the function of communication design and personal expression in garment printing.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Observation/Critique - Evaluate students understanding of design</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students successfully demonstrated an understanding of the function of communication design and personal expression in garment printing. (11/11/2016)</p>	
<p>Management - demonstrate a basic understanding of the management of a printmaking studio including scheduling, safety, and clean up.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate the students understanding of daily studio activities</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated a basic understanding of the management of a printmaking studio including scheduling, safety, and clean up. (11/11/2016)</p>	
<p>Design - design works of art for garment printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students design</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students successfully designed works of art for garment printing. (11/11/2016)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Production art - prepare production art and film positives for screenprinting. Course-Level SLO Status: Active	Class/Lab Project - Evaluate students preparation for printing	<p>Result: Target Met Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p>	
		<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Students successfully prepared production art and film positives for screenprinting. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students gained the understanding of the importance of preparation. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p>	
Printing - print designs on garments using hand cut and photographic stencils. Course-Level SLO Status: Active	Class/Lab Project - Evaluate students final project	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Students successfully printed designs on garments using hand cut and photographic stencils. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p>	
Work flow - understand work flow and basic operations of a printmaking studio. Course-Level SLO Status: Active	Class/Lab Project - Evaluate student performance	<p>Year This Assessment Occurred: 2016-2017 Result: Target Met Students understand the work flow and basic operations of a printmaking studio. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (09/17/2013)</p>	
<p>Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - evaluate the students critique skills</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students critically evaluated, defined and discussed his or her own projects and the projects of student peers. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p> <p>GE/IL-SLO Reflection: Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend.</p>	
<p>History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Create new work based on the works by accomplished artists and designers</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students recognized and appreciated the artistic contributions made by people from diverse cultures and backgrounds. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful. (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>Result: Target Met Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p>	

GID 53B:INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Artwork - produce works of communication design and personal expression for garment printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students understanding of the basic design</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students produced works of communication design and personal expression for garment printing. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful. (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)</p>	
<p>Production Art - prepare production art and screen print artwork for multi-color garment printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students understanding of pre-press preparation</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students prepared production art and screen print artwork for multi-color garment printing. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students understand the importance of preparation and how it is a means to success. (09/17/2013)</p>	
<p>Studio Management - practice the management of a printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate students understanding of how to successfully run a print studio</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students practiced the management of a printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students understand the importance of practicing studio management as a means of not only keep themselves safe but the community (09/17/2013)</p>	
<p>Business - demonstrate an understanding of the business practices of garment printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students understanding of the process and details contained in a business model</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated an understanding of the business practices of garment printing. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers.	Observation/Critique - Evaluate students and their input during critiques	Result: Target Met Students got a good understanding of how to run a small business and how to be organized. (09/17/2013)	
Course-Level SLO Status: Active		Year This Assessment Occurred: 2016-2017 Result: Target Met Students critically evaluated, defined and discussed his or her own projects and the projects of student peers. (11/11/2016)	
History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.	Observation/Critique - Evaluate students understanding of artists and their contributions	Year This Assessment Occurred: 2016-2017 Result: Target Met Students recognized and appreciated the artistic contributions made by people from diverse cultures and backgrounds. (11/11/2016)	
Course-Level SLO Status: Active		Year This Assessment Occurred: 2012-2013 Result: Target Met Students are producing powerful and culturally rich art. I will continue to assign challenging assignments to continue this trend. (09/17/2013)	

GID 53C:ADVANCED T-SHIRT DESIGN & GARMENT PRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Artwork - produce and print works of graphic design for portfolio and clients.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students ability to create prints geared to enhance portfolio and meet clients needs</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students produced and printed works of graphic design for portfolio and clients. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful. (11/12/2015)</p>	
<p>Digital Preparation - create designs using graphic arts software.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students use of digital art software to create their designs</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students created designs using graphic arts software. (11/11/2016)</p>	
<p>Multi-color printing - prepare complex production art, color separations and halftones for multi-color garment printing.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluate students understanding of multi-color printing</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students prepared complex production art, color separations and halftones for multi-color garment printing. (11/11/2016)</p>	
<p>Studio Management - manage the printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate students daily understanding of daily Studio Matenance</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students managed the printmaking studio including scheduling, supply management, equipment maintenance, safety, and clean up. (11/11/2016)</p>	
<p>Business Management - implement business practices of the garment printing industry including order placement, cost estimates, product distribution and product marketing.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate students understanding of the daily details of running a business.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students implemented business practices of the garment printing industry including order placement, cost estimates, product distribution and product marketing. (11/11/2016)</p>	
<p>Critique - critically evaluate, define and discuss his or her own projects and the projects of student peers.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate students participation during class critiques</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students critically evaluated, defined and discussed his or her own projects and the projects of student peers. (11/11/2016)</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>History - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Evaluate students understanding and recognition of artist who have contributed to the craft</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students recognized and appreciated the artistic contributions made by people from diverse cultures and backgrounds. (11/11/2016)</p>	

GID 55:USER EXPERIENCE (UI/UX) DESIGN

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
UX/UI Design Theory - Design Theory Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/25/2017	Discussion/Participation - Students will demonstrate an understanding of UX/UI design theory by evaluating existing UX/UI designs. Target for Success: Students can successfully evaluate existing UX/UI designs by discussing elements of UX/UI design theory.	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not taught this year. (11/11/2016)	
UX/UI Design Application - Design Application Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/25/2017	Portfolio Review - Students complete projects that demonstrate US/UI design theory using UX/UI design tools and methods. Target for Success: Students successfully complete UX/UI design projects using UX/UI design tools and methods.	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not taught this year. (11/11/2016)	

GID 56:WEB SITE DESIGN

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1. Design Theory - Student can demonstrate an understanding of website design theory by evaluating a classmates' web pages that explain specific website design theories.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 07/12/2016</p>	<p>Discussion/Participation - Students can demonstrate an understanding of website design theory by evaluating classmates web pages.</p> <p>Target for Success: Students demonstrate an understanding of website design theory by providing a detailed evaluation of a classmate's web page.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully demonstrate an understanding of website design theory by evaluating a classmates' web pages that explain a specific website design theory. (07/12/2016)</p>	
<p>2 - Software - A successful student will be able to demonstrate technical and expressive fluency with a web page building application.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Class/Lab Project - Students complete projects that demonstrate website design theory using web page building tools.</p> <p>Target for Success: Students create content and produce web pages that explain a variety of website design theories.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students are successful using web page builder applications to complete the goals of the class and to design and publish professional quality websites. (07/12/2016)</p>	

GID 57:WEB SITE DESIGN AND DEVELOPMENT II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Web development concepts - Demonstrate a working knowledge of web page design concepts, webpage usability and accessibility, and browser compatibility</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 12/20/2012</p>	<p>Class/Lab Project - Student build websites</p> <p>Target for Success: Student can successfully demonstrate a working knowledge of web page design concepts, webpage usability and accessibility, and browser compatibility using the techniques covered in the instructional materials.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Students demonstrated a working knowledge of web page design concepts, web page usability and accessibility, and browser compatibility (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students successfully demonstrate a working knowledge of web page design concepts, webpage usability and accessibility, and browser compatibility (11/12/2015)</p>	
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students build websites</p> <p>Target for Success: Students create web pages that effectively demonstrate proficiency with HTML/xHTML and CSS and validate according to current standards for class critique and portfolio presentation.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Students created web pages that effectively demonstrated proficiency with HTML/xHTML and CSS and validated according to current standards for class critique and portfolio presentation. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students successfully create web pages that effectively demonstrate proficiency with HTML/xHTML and CSS and validate according to current standards for class critique and portfolio presentation. (11/12/2015)</p>	
<p>Technical proficiency - Apply basic JavaScript functionality in a web page</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students build websites</p> <p>Target for Success: Students demonstrate how to apply basic JavaScript functionality in a web page</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met Students successfully applied basic JavaScript functionality in a web page. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students apply basic JavaScript functionality in a web page (11/12/2015)</p>	

GID 58:WEB DESIGN AND DEVELOPMENT III

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>Software proficiency - Student should be able to create websites using techniques for producing HTML, CSS, Javascript, rich media, and reusable assets within Adobe Dreamweaver.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students build websites</p> <p>Target for Success: Students successfully create websites using techniques for producing HTML, CSS, Javascript, rich media, and reusable assets within Adobe Dreamweaver.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully created websites using techniques for producing HTML, CSS, Javascript, rich media, and reusable assets within Adobe Dreamweaver (11/11/2016)</p>	
<p>technical proficiency - Implement a website on a remote server through the use of FTP</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students build websites</p> <p>Target for Success: Students successfully implement a website on a remote server through the use of FTP</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully implemented a website on a remote server through the use of FTP (11/11/2016)</p>	
<p>Web concepts - Demonstrate a working knowledge of search engine optimization techniques.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students build websites</p> <p>Target for Success: Students successfully demonstrate a working knowledge of search engine optimization techniques.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully demonstrated a working knowledge of search engine optimization techniques. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully demonstrated a working knowledge of search engine optimization techniques. (11/12/2015)</p>	

GID 60:CAREERS IN THE VISUAL ARTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Career Options - A successful student will demonstrate an awareness of various career options for visual artists.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Students research examples of visual arts careers and participate in discussion forums where they share their findings.</p> <p>Target for Success: Students create a presentation of a visual arts career explaining what type of work that visual artist does and what preparation is necessary to succeed in that career.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully research visual arts careers, create presentations about visual arts career and share presentations about visual arts careers with their classmates. (07/12/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings. (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings. (05/29/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings. (10/12/2013)</p>	
		<p>Year This Assessment Occurred: 2010-2011</p> <p>Result: Target Met</p> <p>Student contributes a written explanation of each career option and how it relates to visual art. (12/12/2011)</p>	
<p>2 - Examples - A successful student will be able to identify individual visual artists that have successful careers.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Discussion/Participation - Students participate in a discussion forum.</p> <p>Target for Success: Students contribute written reflections of the biography and creative work of a professional visual artist.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students successfully write 200-300 word reflections about a visual artist's career path. (07/12/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully identified examples of visual art representing six careers options for visual artists. (11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Result: Target Met Students successfully identify examples of visual art representing six to nice careers options for visual artists. (05/29/2014)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>Result: Target Met Student successfully identify a ten careers options for visual artists. (10/12/2013)</p> <hr/> <p>Year This Assessment Occurred: 2010-2011</p>	
		<p>Result: Target Met Student successfully contribute images representing each graphic design career option. (12/12/2011)</p>	

GID 61:PORTFOLIO

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Plan - A successful student will produce a working plan for a portable showcase of artwork.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Instructor will review the written and verbal plan for a working plan for portfolio review</p> <p>Target for Success: Well organized written plan, lists, mind-maps and sketches of layouts of portfolio.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students produced working plans for their portable showcase of artwork. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Most students presented excellent online portfolios at the conclusion of the class based on online review of class portfolios. (11/15/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met Most students presented excellent online portfolios at the conclusion of the class based on online review of class portfolios. (10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met Students are able to create a written plan for portfolio. Students are able to verbalize a working plan for portfolio (12/05/2013)</p>	<p>Action Plan: No action is needed at this time (10/23/2011)</p>
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met 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. (12/05/2013)</p>	
<p>2 - Resume - A successful student will write a resume and appropriate letters.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Visual review of student resume and appropriate letters</p> <p>Target for Success: Well written documents that are complete resumes' based on student goals set forth in course objectives.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students produced well-written documents that were complete resumes' based on goals set forth in course objectives. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Most students completed letters and resume's appropriately after given intensive feedback. Many students need to improve basic language arts skills which are beyond the scope of this course. (11/15/2015)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans	
		<p>Year This Assessment Occurred: 2013-2014 Result: Target Met Most students completed letters and resume's appropriately after given intensive feedback. Many students need to improve basic writing, layout and formatting skills (10/06/2014)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students are able to write resumes, appropriate letters for portfolio purposes. Some students need assistance in writing and composition (12/05/2013)</p>	<p>Action Plan: Advise students with weak composition skills to enroll in English composition and writing courses. Alert English department to students in need of help. (10/23/2011)</p>	
<p>3 - Selection - A successful student will select an appropriate portfolio for one's own work.</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review - 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.</p> <p>Target for Success: Each student will submit for review 12 to 18 images of work completed during the course of study to be included in the portfolio.</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students submitted for review 12 to 18 images of work completed during the course of study to be included in the portfolio. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met Students are able to select at least 12 images for inclusion in portfolios (11/15/2015)</p> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met Students are able to select 12 to 18 images for inclusion in portfolios (12/05/2013)</p>	<p>Action Plan: 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 (11/15/2015)</p> <p>Action Plan: 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 (10/23/2011)</p>	
	<p>4 - Diverse Marketplace - A successful student will select candidate pieces for the portfolio that reflect a culturally-diverse</p>	<p>Portfolio Review - Visual review of portfolios.</p> <p>Target for Success: A successful selection of 12 to 18 professional</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met Students need assistance in determining correct items to display in portfolios but all students have enough images to include in portfolios (12/05/2013)</p>	<p>Action Plan: Alert art and design instructors to advise students to retain quality work for portfolio inclusion. (10/23/2011)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>marketplace.</p> <p>Course-Level SLO Status: Active</p>	<p>design or artworks that reflect the students expertise and talent.</p>	<p>(11/11/2016)</p>	

		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>All students were able to include at least 12 professional design or artworks in their portfolios (11/15/2015)</p>	<p>Action Plan: Advise all students to work on creating more professional graphic designs to include in portfolios (11/15/2015)</p>

GID 62:SERVICE LEARNING PROJECTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
1 - Business - A successful student will demonstrate an understanding of the business of a graphic designer. Course-Level SLO Status: Active			
2 - Client Need - A successful student will work with clients to define communication needs and find appropriate design solutions. Course-Level SLO Status: Active			
3 - Software - A successful student will demonstrate a working knowledge of digital media computer software and print output. Course-Level SLO Status: Active			
4 - Project Management - A successful student will manage the pace of projects from conception to completion. Course-Level SLO Status: Active			

GID 64A:GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
1 - Application - A successful student demonstrate and apply graphic design and related skills in a professional environment. Course-Level SLO Status: Active			
2 - Teamwork - A successful student will apply professional communication and teamwork skills. Course-Level SLO Status: Active			
3 - Taking Direction - A successful student will demonstrate the ability to work under supervision and direction. Course-Level SLO Status: Active			
4 - Experience/Skills - A successful student will relate experience and skills acquired to classroom didactic learning. Course-Level SLO Status: Active			

GID 70:GRAPHIC DESIGN DRAWING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Quick Drawing - A successful student will create arresting, on-the-spot drawings quickly.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - In-class drawing assignments</p> <p>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.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students created well-drawn sketches that reflected the objective of each verbal in-class assignment. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met Students are able to produce drawings quickly. Many students need remedial drawing classes for basic drawing skills. (11/15/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met Students are improving due to redesigned online instructional site. Most students need remedial drawing classes for basic skills. (10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met 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 (12/05/2013)</p>	<p>Action Plan: Advise students to draw in sketchbooks each day. Collect and review sketchbooks to critique student drawing progress. (10/23/2011)</p>
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met 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. (10/11/2013)</p>	
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Review and critique of in-class drawings by instructor.</p> <p>Target for Success: Demonstrated use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met Students demonstrated the use of proper line weight, value, shapes, perspective and multiple additional design drawing methods to create thumbnails and rough drawing. (11/11/2016)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	drawings	<p>Some students need more 3D drawing skills. These skills are lacking due to a lack of basic drawing skills that are not part of this class. (10/06/2014)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Most students meet the class objectives but all can use additional levels of drawing classes to improve drawing skills (12/05/2013)</p>	<p>Action Plan: Add a second level of Drawing for Graphic Designers and Illustrators (10/23/2011)</p>
<p>3 - Light/Shadow - A successful student will be able to indicate light and shadow as they apply to defining form and/or anatomy.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Visual and verbal review of student drawing exercises</p> <p>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</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students were able to indicate light and shadow as they apply to defining form and/or anatomy. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Most students are able to draw light and shadow. Students need better preparation and more practice is needed to achieve higher levels of skill. (11/15/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Most students are able to draw light and shadow, but with all drawing classes, much more practice is needed to achieve higher levels of skill. (10/06/2014)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>All students are able to complete drawing with lighted objects. Practice and improved observational skills are needed to insure continued student success. (12/05/2013)</p>	
<p>4 - Presentation - A successful student will be able to demonstrate improved presentation techniques in producing layouts for graphic designs.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Visual and verbal review of in-class and homework assignments that demonstrate correct methods of layout and design</p> <p>Target for Success: Well drawn preliminary thumbnail ideas, beginning concepts and rough layouts that use professional design drawing techniques acceptable to class standards.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students demonstrated improved presentation techniques in producing layouts for graphic designs. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>This goal was met. Student portfolios showed that students could produce well drawn preliminary thumbnail ideas, beginning concepts and rough layouts that use professional design drawing techniques acceptable to class standards. (11/15/2015)</p>	<p>Action Plan: Assign additional drawing exercises to improve skills (10/23/2011)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>This goal was met. Overall portfolios improved during the year and a greater understanding of beginning concepts and rough layouts that use professional design drawing techniques acceptable to class standards was achieved.</p> <p>(10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Most students are able to demonstrate improved presentation techniques by the completion of the class. Additional practice will improve techniques over time.</p> <p>(12/05/2013)</p>	<p>Action Plan: Add additional skills exercises to course materials to improve student success.</p> <p>(10/23/2011)</p>

GID 71:STORYBOARDING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
1 - Language/Technique - A successful student will be able to demonstrate an understanding of the language and techniques of storyboards.	Observation/Critique - Direct visual observation of drawing methods, participation in verbal discussion topics and in class feedback and response session of students. Target for Success: Student participates in class interaction, discussions and feedback session in each class.	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active		Year This Assessment Occurred: 2014-2015 Result: Target Met Students are able to demonstrate an understanding of the language and techniques of storyboards using the appropriate drawing skills by the end of the class. (11/15/2015)	
		Year This Assessment Occurred: 2013-2014 Result: Target Met Students are able to demonstrate an understanding of the language and techniques of storyboards using the appropriate drawing skills by the end of the class. (10/06/2014)	
		Year This Assessment Occurred: 2012-2013 Result: Target Met Students understand both the language and the techniques of storyboards. Additional practice is needed to ensure student success. (12/05/2013)	Action Plan: Add vocabulary lists and practice sheets for students to use during class and homework assignments to ensure student success. (10/23/2011)
		Year This Assessment Occurred: 2012-2013 Result: Target Met 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. (10/11/2013)	Action Plan: Add more sketchbook exercises (12/06/2013)
2 - Linear/Non-Linear - A successful student will be able to produce linear and non-linear storyboards.	Class/Lab Project - Class projects will be given that allow students to draw linear and non-linear storyboards Target for Success: Well drawn storyboards that demonstrate the correct use of visual storytelling methods	Year This Assessment Occurred: 2016-2017 Result: Target Met This course was not offered this year. (11/11/2016)	
Course-Level SLO Status: Active		Year This Assessment Occurred: 2014-2015 Result: Target Met Students are able to produce linear and non-linear storyboard through repeated practice of these methods. (11/15/2015)	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Most students are able to produce linear and non-linear storyboards. This skill set requires constant practice.</p> <p>(10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students draw better with practice. Additional drawing course and exercises are beneficial to all students to ensure student success</p> <p>(12/05/2013)</p>	<p>Action Plan: Add more drawing exercises (12/06/2013)</p> <p>Action Plan: Add additional exercises and drawing skill level assignments to ensure student success (10/23/2011)</p>
<p>3 - Tools - A successful student will be able to demonstrate facility with hand tools and rendering surfaces.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Drawing assignments that allow students to demonstrate the proper use of drawing tools and paper substrate surfaces and new digital tools.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year.</p> <p>(11/11/2016)</p>	
	<p>Target for Success: Students will create well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Not Met</p> <p>Students created well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces.</p> <p>(11/15/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Most students created well drawn, labeled, storyboards using pencils, pens and markers on a variety of surfaces, both traditional and digital. Some demonstrated exceptional skills. A few demonstrated lack of basic drawing skills and require additional remedial exercises.</p> <p>(10/06/2014)</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students require more time to master drawing methods</p> <p>(12/05/2013)</p>	<p>Action Plan: Allow more time for in-class assignments and add more practice work to homework assignments (10/23/2011)</p>
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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.</p> <p>(12/05/2013)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>4 - Presentation - A successful student will create storyboards for class critique and portfolio presentation.</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance - Visual and Verbal review of presentation of storyboards in class by students</p> <p>Target for Success: The successful student will present well drawn storyboards that demonstrate professional presentation and delivery.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not offered this year. (11/11/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students created well drawn storyboards and are able to critique and discuss methods, terminology with final portfolio presentations. (11/15/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students created online storyboards and are able to critique and discuss methods, terminology with final portfolio presentations. (10/06/2014)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (12/05/2013)</p>	<p>Action Plan: Add notebook practice drawing work and assignments for all students. (10/23/2011)</p>

GID 77:ADVANCED WEB DESIGN & DEVELOPMENT

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will create web pages that effectively demonstrate proficiency with HTML5/xHTML and CSS3 and validate according to current standards webpage usability and accessibility, and browser compatibility</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students created web pages that effectively demonstrated proficiency with HTML5/xHTML and CSS3 and validated according to current standards webpage usability and accessibility standards, and browser compatibility (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully created web pages that effectively demonstrate proficiency with HTML5/xHTML and CSS3 and validate according to current standards webpage usability and accessibility, and browser compatibility (11/12/2015)</p>	
<p>Technical proficiency - Demonstrate HTML5 and CSS3 functionality in web pages for class critique and portfolio presentation.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will demonstrate HTML5 and CSS3 functionality in web pages for class critique and portfolio presentation.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students demonstrated HTML5 and CSS3 functionality in web pages for class critique and portfolio presentation. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students demonstrated HTML5 and CSS3 functionality in web pages for class critique and portfolio presentation. (11/12/2015)</p>	
<p>Technical proficiency 2 - Apply HTML5 and CSS3 in a mobile simulation environment, and/or on a mobile device (smart phone) etc</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Students will apply HTML5 and CSS3 in a mobile simulation environment, and/or on a mobile device (smart phone) etc</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>Students successfully applied HTML5 and CSS3 in a mobile simulation environment, and/or on a mobile device (smartphone) etc. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully applied HTML5 and CSS3 in a mobile simulation environment, and/or on a mobile device (smart phone) etc (11/12/2015)</p>	

GID 78:RAPID WEBSITE DEVELOPMENT

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
development methods - Demonstrate an understanding of appropriate applications of rapid website development technologies and their implementations for website development. Course-Level SLO Status: Active	Class/Lab Project - Students will demonstrate an understanding of appropriate applications of rapid website development technologies and their implementations for website development.	Year This Assessment Occurred: 2015-2016 Result: Target Met Students demonstrated an understanding of appropriate applications of rapid website development technologies and their implementations for website development. (11/11/2016) Year This Assessment Occurred: 2014-2015 Result: Target Met Students successfully demonstrated an understanding of appropriate applications of rapid website development technologies and their implementations for website development. (11/12/2015)	
software proficiency - Create a website that effectively demonstrates proficiency with Drupal and WordPress for class critique and portfolio presentation. Course-Level SLO Status: Active	Class/Lab Project - Students will create a website that effectively demonstrates proficiency with Drupal and WordPress for class critique and portfolio presentation.	Year This Assessment Occurred: 2015-2016 Result: Target Met Students created websites that effectively demonstrated proficiency with Drupal and WordPress for class critique and portfolio presentation. (11/11/2016) Year This Assessment Occurred: 2014-2015 Result: Target Met Students successfully created a website that effectively demonstrates proficiency with Drupal and WordPress for class critique and portfolio presentation. (11/12/2015)	

GID 90:BOOK ARTS I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of competed hands-on projects</p> <p>Target for Success: Bound books demonstrating competence in their construction.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning is successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	
<p>2 - Content - A successful student will be able to produce content for books.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of binding projects</p> <p>Target for Success: Demonstration of skills</p>		<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>3. Design - A successful student will demonstrate basic design layout in bookmaking.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of design projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>5. Evaluate - A successful student will evaluate craftspersonship in the book arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of student</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>6. Tools & Materials - A successful student will demonstrate safe use of</p>	<p>Class/Lab Project - Evaluation of studio practice</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>book art tools.</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Demonstration of skills</p>	<p>Learning is successful (08/20/2013)</p>	
<p>7. Diversity - A successful student will identify book types and styles from different cultures.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations.</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation</p> <p>Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	

GID 91:BOOK ARTS II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of completed projects</p> <p>Target for Success: completion of handmade books that incorporated form, materials and presentation strategies that support the books content</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	
<p>2. Layout - A successful student will be able to demonstrate an understanding of design, layout and typography in book arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of completed projects</p> <p>Target for Success: completed handmade books containing content that demonstrate competence from planning to presentation that supports the books concept</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Learning is happening (12/11/2011)</p> <p>GE/IL-SLO Reflection: Learning is happening</p>	
<p>3. Narrative - A successful student will demonstrate an understanding of narrative structures, pacing and sequencing in book arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	
<p>4. Reproduction - A successful student will demonstrate an understanding of reproduction techniques in book arts.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Learning is successful (08/20/2013)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>5. Content & form - A successful student will discuss and analyze content and form in book arts. Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects Target for Success: Demonstration of skills</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (08/20/2013)</p>	
<p>6. Craft - A successful student will evaluate craftsmanship in the book arts. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (08/20/2013)</p>	
<p>7. Diversity - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. Course-Level SLO Status: Active</p>	<p>Discussion/Participation - Evaluation of participation Target for Success: Critical thinking</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met Learning is successful (08/20/2013)</p>	

GID 92:LETTERPRESS PRINTING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Define - A successful student will be able to define letterpress printing, processes and materials</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/05/2014</p> <p>End Date: 06/21/2014</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Demonstration of planning a competent project for letterpress printing.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught this year. (11/11/2016)</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students successfully defined printing, processes and materials. (11/12/2015)</p>	
	<p>Exam - Course Test/Quiz - Tests/quiz.</p> <p>Target for Success: Passable grade of all tests/quiz.</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students successfully defined their own projects based on letterpress processes, materials and principles. (06/24/2014)</p> <p>GE/IL-SLO Reflection: Students learned the processes and materials for printing</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students successfully defined their own projects based on letterpress processes, materials and principles. (06/24/2014)</p> <p>GE/IL-SLO Reflection: Students successfully defined their own projects based on letterpress processes, materials and principles.</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>
<p>2 - History - A successful student will be able to demonstrate an</p>	<p>Exam - Course Test/Quiz - Students will demonstrate understanding of letterpress printing, processes and materials by passing all quizzes and a complete final presentation.</p> <p>Target for Success: All students will achieve a grade of 80% or higher.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students achieved a grade of 80% or higher. (11/12/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students achieved a grade of 80% or higher. (07/23/2014)</p> <p>GE/IL-SLO Reflection: Students understood letterpress printing as demonstrated by participation and exams.</p> <p>GE/IL-SLO Reflection: Students understood letterpress printing as demonstrated by participation and exams.</p>	
	<p>Class/Lab Project - Evaluation of projects</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>understanding of the the history of letterpress printing and the contributions of diverse cultures.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/05/2014</p> <p>End Date: 06/21/2014</p>	<p>Target for Success: Completed letterpress project demonstrating the design process from start to finish.</p>	<p>Student demonstrated understanding of letterpress history and cultural diversity in design solutions and printed projects. (11/12/2015)</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Student demonstrated understanding of letterpress history and cultural diversity in design solutions and printed projects. (06/24/2014)</p> <p>GE/IL-SLO Reflection: And understanding of letterpress history and cultural diversity in design solutions and printed projects was achieved by all students.</p>
<p>3 - Understand - A successful student will be able to explain the operations of a letterpress printing facility.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/05/2014</p> <p>End Date: 06/21/2014</p>	<p>Presentation/Performance - Final oral presentataton at end of quarter.</p> <p>Target for Success: Each student will present a subject dealing with the history of letterpress and it's cultural diversity.</p> <p>Discussion/Participation - Students will explain each project using the traditional language and technical terminology of letterpress in both historical and contemporary settings.</p> <p>Target for Success: Students will be able to explain their project using printing technology and an understanding of its history.</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students demonstrated understanding of history by critique of each student's project and using appropriate terminology in discussion of each project. (07/23/2014)</p> <p>GE/IL-SLO Reflection: Communication and diversity were demonstrated by students in discussions and critique.</p>	
	<p>Discussion/Participation - Each student will observe at least one operating letterpress facility during class field trips and participate in a group discussion afterwards during class.</p> <p>Target for Success: Demonstrated understanding of a letterpress</p> <p>Discussion/Participation - All students will utilize two type of presses and understand how to operate each and the benefits and did-advantages of each</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Each student used two or more different presses in completing their projects (07/23/2014)</p> <p>GE/IL-SLO Reflection: Communication and discussion or</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Course-Level SLO Status: Active Assessment Cycles: End of Quarter Start Date: 04/05/2014 End Date: 06/21/2014	Target for Success: Each student will use both types of presses for at least one project.	processes and methodology took place.	
4 - Ink - A successful student will be able to mix ink colors for letterpress printing. Course-Level SLO Status: Active Assessment Cycles: End of Quarter Start Date: 04/05/2014 End Date: 06/21/2014	Class/Lab Project - Every student will mix ink colors for a project. Target for Success: Satisfactory results for color achievement and printing results. Presentation/Performance - Students will understand characteristics of letterpress inks and the color theory of color mixing different colors to achieve a specific color Target for Success: Each student will mix a custom color for one project.	Year This Assessment Occurred: 2013-2014 Result: Target Met Each student mixed color(s) for one project. (07/23/2014) GE/IL-SLO Reflection: Understanding of methodology took place.	
5 - Paper - A successful Student will be able to prepare printing substrates for letterpress printing and explain characteristic of same. Course-Level SLO Status: Active Assessment Cycles: End of Quarter Start Date: 04/05/2014 End Date: 06/21/2014	Class/Lab Project - Each student will prepare their paper for each project and understand why they are using specific type pf paper for specific projects. Target for Success: Proper paper preparation and satisfactory results of final prints.	Year This Assessment Occurred: 2014-2015 Result: Target Met Each student utilized at least two different type of paper for a project and understood the characteristic of same. (11/12/2015)	
	Presentation/Performance - All students prepare select papers for printing and learn characteristic of specific type of paper. Target for Success: Each student will prepare and print using paper selected by instructor.	Year This Assessment Occurred: 2013-2014 Result: Target Met Each student utilized at least two different type of paper for a project and understood the characteristic of same. (07/23/2014) GE/IL-SLO Reflection: Communication with hands on experience took place.	
6 - Print - A successful student will be able to create letterperss prints using a printing press. Course-Level SLO Status: Active Start Date: 04/13/2013 End Date: 06/22/2013	Class/Lab Project - Each student's work will be evaluated in process and when finished. Target for Success: Completion of each project per specifications.	Year This Assessment Occurred: 2013-2014 Result: Target Met Each student completed three printing projects. (07/23/2014)	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>7 - Critique - A successful student will be able to evaluate the content, form and techniques of works created using letterpress printing.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/05/2014</p> <p>End Date: 06/21/2014</p>	<p>Discussion/Participation - Class critique of projects by all participants with positive discussion and evaluation of concept, design and printing.</p> <p>Target for Success: A completed work that meets all the project criteria.</p> <p>Observation/Critique - Students observe and discuss each others work and offer positive comments and suggestions.</p> <p>Target for Success: All students participate and discuss other student's work</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Class critique of projects by all participants was successful (11/12/2015)</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students viewed and discussed each other work offering positive feedback and comments and suggestions. (07/23/2014)</p>	

GID 93:LETTERPRESS PROJECTS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>1 - Printing Press - A successful student will be able to create letterpress prints using a printing press.</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project - Evaluation of projects</p> <p>Target for Success: Completed project demonstrating an edition of prints printed on a printing press.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>This course was not taught this year. (11/11/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning was successful. (11/12/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students are demonstrating their advancement in using printing presses. (06/24/2014)</p> <p>GE/IL-SLO Reflection: All students are demonstrated specific advancement in using printing presses.</p>	
<p>2 - Evaluate - A successful student will be able to evaluate the content, form and technique of works created using letterpress printing.</p> <p>Course-Level SLO Status: Active</p> <p>Start Date: 04/05/2014</p> <p>End Date: 06/21/2014</p>	<p>Observation/Critique - Evaluation of critique</p> <p>Target for Success: Demonstration of analyzing letterpress created works via group critique or written evaluation.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Learning was successful. (11/12/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students are demonstrating the complete understanding of content, form and technique of works created when using letterpress printing. (08/21/2013)</p> <p>GE/IL-SLO Reflection: All students are demonstrated a complete understanding of content, form and technique of works created when using letterpress printing.</p>	<p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p> <p>Action Plan: Maintain on-going evaluation of course content and learning strategies (12/11/2011)</p>

GID 94:BOOK ARTS PROFESSIONAL PRACTICES

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
1 - Participation - A successful student will participate in the functions of a book arts organization. Course-Level SLO Status: Active			
2 - Plan - A successful student will be able to help plan, organize and participate in public book arts educational events. Course-Level SLO Status: Active			

GID 95:GRAPHIC ARTS STUDIO PROJECTS

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>1 - Process - A successful student will be able to demonstrate an understanding of the design process: information gathering, idea generation, concept development and distribution.</p> <p>Course-Level SLO Status: Active</p>			
<p>2 - Publish - A successful student will demonstrate an understanding the design and publishing process by successfully publishing a document.</p> <p>Course-Level SLO Status: Active</p>			

GID PL-SLO REPORT

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: Workforce

Secondary Core Mission: Transfer

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
1 - Graduates will understand the design process from sketching to final comprehensive. SLO Status: Active Start Date: 07/01/2012	Portfolio Review - Class projects and exit portfolio will demonstrate student success 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	Year This Assessment Occurred: 2015-2016 Result: Target Met The exit portfolios that students produce in GID 61, the capstone class. Demonstrate that students have acquired the skills necessary to present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects covering all of the steps of the complete design process. Progress is being made in the area of encouraging students to save all work from all classes and to present sketch books of preliminary design work in portfolio class. (07/24/2016)	
		Year This Assessment Occurred: 2014-2015 Result: Target Met Exit portfolios in GID 60, the portfolio class, continue to demonstrate students can present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process. Progress is being made in the area of encouraging students to save all work from all classes and to present sketch books of preliminary design work in portfolio class. (11/12/2015)	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>As shown by exit portfolios in GID 61, the portfolio class, students can present multiple examples of creative mind maps, thumbnail sketches, rough sketches, proofs, and final comps for completed design projects demonstrating the complete design process. The students need more encouragement to save all work from all classes and to present sketch books of preliminary design work in portfolio class. (12/10/2014)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (06/30/2013)</p> <p>Resource Request: 30 Cintiq digital tablets in the IDEA lab to support all digital course work.</p> <p>GE/IL-SLO Reflection: Communication?</p> <p>Why does it link to computation? It links to computation because computational analysis can be visual computations in GID such as visual balance, harmony. All other primary ideas in design included the theory of color is related to not only visual acuity but are physically related to grids, and numbers.</p> <p>Example: Students communicate ideas through sketches and refine them using geometry and composition. Students work with values and colors and these are all measured in numbers, and calibrated with steps of value, 0 - to infinity and beyond.</p> <p>There is no area of design that doesn't touch on visual aspects of math and real computational structures. Most art and design has an underlying intuitive level of computational information that helps to inform the viewer.</p>	
2 - Graduates will be able to create	Portfolio Review - Portfolio review	Year This Assessment Occurred: 2015-2016	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
<p>unique graphic designs that communicate ideas to others.</p> <p>SLO Status: Active</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 12/01/2013</p>	<p>will determine student success. Class projects and exit portfolio will demonstrate student success</p> <p>Target: All students will present a final comprehensive portfolio consisting of 20 to 30 creative graphic design works that will demonstrate competency in GID.</p>	<p>Result: Target Met</p> <p>Students continue to demonstrate a high level of success in presenting final portfolios with more than 20 creative design works. The quality of the work was very high in the portfolio class. The body of work shows that students can and do, create unique designs that communicate ideas to others. Students should continue to create a portfolio in each class that can be examined for inclusion in final portfolios at the end of the program. Sketchbooks should be required as an ongoing process, in every design class. The exit portfolio class, and the GID studio series of classes (GID 33,34,35) has shown that students who complete the series and other core course in the program are able to create competent body of work for use in job seeking, transfer and admission to other art colleges and institutions.</p> <p>(07/24/2016)</p>	
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>Students continue to demonstrate a high level of success in presenting final portfolios with more than 20 creative design works. The quality of the work was very high in the portfolio class. The body of work shows that students can and do, create unique designs that communicate ideas to others. Students should continue to create a portfolio in each class that can be examined for inclusion in final portfolios at the end of the program. Sketchbooks should be required as an ongoing process, in every design class. The exit portfolio class, and the GID studio series of classes (GID 33,34,35) has shown that students who complete the series and other core course in the program are able to create competent body of work for use in job seeking, transfer and admission to other art colleges and institutions.</p> <p>(11/12/2015)</p>	
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>Students demonstrated a high level of success in presenting final portfolios with more than 20 creative design works. The quality of the work was very high in the portfolio class. The body of work shows that students can and do, create unique designs that communicate ideas to others. Students</p>	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>should continue to create a portfolio in each class that can be examined for inclusion in final portfolios at the end of the program. Sketchbooks should be required as an ongoing process, in every design class. The exit portfolio class, and the GID studio series of classes (GID 33,34,35) has shown that students who complete the series and other core course in the program are able to create competent body of work for use in job seeking, transfer and admission to other art colleges and institutions. (12/10/2014)</p>	

Portfolio Review - Faculty review of portfolios

Target: Students will be able to complete the portfolio class and submit full online portfolios for review.