ALLAN HANCOCK COLLEGE

PROGRAM REVIEW

GRAPHICS

Six-Year Review
2017-2018

May 2015

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2011 - 2012
Final Plan of Action

SECTION 1
PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2011-2012 Applied Design/Media: Graphic Design completed program review. The self- study and validation teams developed a final plan of action, post-validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION ACTION TAKEN ,RESULT & STATUS

Existing recommendations	Status
Add graphics technology to the graphics lab to expand industrial simulation	Ongoing: CTEA – Canon ImagePress Digital Press and Canon ImageRunner color laser printer purchased in 2017 to replace obsolete Xerox printers; CTEA - 25 Apple iMac computers replaced 2015; 10 Apple Laptops and 22 Cintiq portable interactive displays purchased in 2016, 22 Wacom Tablets purchased in 2011; Educational Grant: 3 New Matter 3D printers awarded in 2016; Equipment Prioritization –, Shain Spray booth purchased in 2016, 3D scanner purchased in 2016; Makerbot 3D printer purchased in 2015Fletcher board cutter 2014 and mat cutter purchased in 2011; TAC - Ultimaker 3 Extended 3D printer purchased 2017; 2 Epson HD Data Projectors replaced in 2013 and 2015; Zerox Phaser DN color laser printer 2011; District: Adobe Creative Suite CC software installed and/or updated semi-annually;
Expand the use of Blackboard for posting tutorials and grades	Ongoing: Full-time and part-time faculty at different stages of learning and implementing the various modes of Canvas for course management
Explore multi-user access to Lynda.com to assist in student learning and faculty development.	Ongoing: Lynda.com subscriptions for faculty were purchased by the program budget until the Chancellor's office recently made Lynda.com subscriptions available to all faculty at California Community Colleges. Students in the Graphic Design program could achieve additional success

	if they could have to access this online software training opportunity. Possible funding source could be 3SP.
Pursue funding to develop resource library in the department and the main campus library	Ongoing: The library has purchased many of the books we have recommended, although we will continue to pursue growing this on-campus collection. We also have had books donated to the program that are housed in the classroom.
Explore opportunities for additional lab access time for students to work on projects and skill development and implement workable solutions.	Ongoing: Program goals to provide open access labs with Apple computers and current Adobe software have been challenging. These classes are typically low enrolled and are absolutely necessary to student success. Our economically disadvantaged students need access to the technology taught in the Graphics courses that they cannot afford at home. Minimum enrollment mandates are colliding with the district requirements that a faculty member has to be present to operate or officially teach a lab course. Access to industry specific hardware and software is vital for success in this program. In an effort to assist our economically disadvantaged students10 Apple Laptops and 22 Cintiq portable interactive displays purchased with a CTEA grant in 2016. We are investigating alternatives to this situation. Research shows that other institutions offer open labs facilitated by highly qualified classified staff trained in graphics technology and internal computer networks.
Pursue hiring a permanent lab assistant/technician position for the Graphics area, who has specialized expertise for the enhancement of student success.	Ongoing: In January, 2015, the Applied Design/Media program classrooms in building O were reallocated and remodeled. They are no longer contiguous and access to the existing instructional technician has been affected. Often, this classified staff support is not available and their technical skills are not current. In addition, IT has taken over much of the job responsibilities for this position, which prevents this person to do their job as stated in their job description. This translates to minimal support to the Graphics Program. When the new Fine Arts building is completed, additional staffing may be necessary because the programs that share the Media Instructional Technician may be located on different floors and physically managing these different areas would be

	problematic. We will need to have this staffing issue supported by administration.
Update outreach materials for recruitment efforts and expand recruitment of under-represented populations.	Ongoing: Booklets that list the degree requirements, course descriptions and samples of student work have been published. These are given to AHC counselors and are mailed to local high school art and design instructors and counselors along with listings of courses offered in the upcoming semester. Program brochures have been re-designed and distributed at career exploration events and sent to area high school art and design instructors to promote enrollment. A program flyer has been translated and published in Spanish to promote enrollment for under-represented populations. A suggested sequence of courses flyer has been developed and disseminated to students and counselors to help students with their educational plan. Flyers are created before each semester and distributed to boost enrollment. Posters to promote Applied Design/Media Careers have been developed and exhibited in the classroom and career exploration events on campus and at local high schools.
Begin instruction in new graphics course in Typography.	Completed: Classes have been offered since fall 2013.
Review graphics software and course structure to accommodate new technology and integration with Applied Design/Media: Graphics courses.	Ongoing: Software is reviewed and updated semi-annually. New software is purchased with CTEA grant awards or program budget.
Pursue additional articulation opportunities	Ongoing: Articulation agreement requests with documentation was forwarded to Dave DeGroot in September of 2015. Currently, they are being followed up on to ensure that they are in place.
Pursue alternative funding opportunities to support discipline.	Ongoing: Program budget augmentation requests are sent to VP Academics annually or bi-annually. CTEA grants are written annually. Currently, additional funding from the Strong Workforce Program is available with requests that are supported with labor market information. Additionally, there may be some

	support available from the South Central Coast Regional Consortium Deputy Sector Navigators.
Redesign space utilization for the lab and classroom space, making sure that there is adequate room for layout and copy work.	In January, 2015, the Graphics Program was moved into a renovated classroom and computer lab vacated by IT when their new building was completed. We are currently working with administration and architects to finalize plans for the new Fine Arts Classroom Complex. The expectation is that the lecture and project manufacturing classroom will be designed to at least the same size to accommodate the current number of tables, chairs, flat files, light tables, file cabinets, book cases and cutting equipment. It is also the expectation that the separate, but contiguous computer lab with direct access and line of sight will also be designed to the same size and configuration to facilitate the same number of computer stations, printers, scanners, tablets, Cintiq monitors and storage that is currently available. Lastly, we have a separate adjacent equipment and supplies storage area that is utilized and will need to be included in the allotted space in the new building.
Implement instructional facility improvements for additional space and accessibility for Graphics Lab and Classroom.	Completed: See above
Explore moving to the O-8 and O-9 when the Industrial Technology area moves to their new building to provide improved lab and classroom conditions.	Completed: See above
Expanded access to the graphics server is needed for full and part-time faculty to exchange files and provide resources for students.	Ongoing: Graphics students struggle with access to the Network and Graphics specific server. These issues have existed for several years in the O-311, O-310 and O-308 computer labs. In

	spring of 2017, IT was finally able to identify and solve this problem, although it continues to be an issue at times throughout the semester. Applied Design/Media faculty believe it would be beneficial to have an internal network server specific to our building located in our building to improve server access, security, speed and functionality. Web design course students continue to need space on a server to host their web design projects. It would be optimal to offer students hosting space on campus that is available for the time they are enrolled at AHC. Currently, design faculty have to subscribe to hosting off-site out of pocket.
Pursue hiring full-time faculty based on enrollment, part-time loads, administrative and District support.	Ongoing: The Graphic Design program FTEF's for 2016-2017 are 4.74 and indicate that as we grow enrollment and course offerings, we will need to pursue an additional full-time faculty member through the faculty prioritization process
Gather information on interest in further coursework before pursuing curriculum development in a particular area such as 3D Modeling.	Ongoing: Students have been surveyed and indicate an interest in additional courses in gaming and digital sculpting, both of which embrace 3D technologies – software, hardware, curriculum and faculty. Enrollment in the program 3D course has increased in 2017, but we lost the part-time faculty member who taught these courses. (He was promoted in his job in the 3D industry.) A new full-time Multimedia faculty member was hired, who specializes in 3D animation. We expect the enrollments to grow and interest to continue to support additional course offerings in this emerging area.

2017 - 2018
Self Study

Allan Hancock College Program Review

2017-2018 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation.

I. Program Mission *(must align with college mission statement)*

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The Applied Design/Media: Graphic Design program fully supports the Mission of the College to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. This program is committed to giving students the opportunity to acquire occupational competencies, and academic skills they will need to succeed in higher education or the workplace. The curriculum is designed to provide our students the digital skills necessary to be successful in the 21st Century competitive job market. On average, an associate's degree in Career Technical Education (CTE) programs in California community colleges increases earnings by approximately 25%. Returns average 10% for shorter term certificates.

The Graphic Design program offers and AS degree Certificates, and coursework for transfer and entry-level employment:

- Associate of Science degree in Graphic Design
- Certificate of Achievement in Graphic Design
- Certificate of Accomplishment in Visual Design
- Alignment with the currently proposed ADT for Graphics and admission into the CSU system

The Graphic Design program has been serving students and employers in northern Santa Barbara County for over 30 years, providing trained artists and technicians to the print and media design industries. The rapid evolution of the industry due to digital technologies has changed the primary focus of print-based design training to a broader visual media and communications technology-driven base. This program is part of a cluster of the Applied Design/Media programs – Graphic Design, Multimedia, Animation, Web Design and Photography. These industries are demanding the integration of design foundations and visual literacy skills with digital media design and technology. Therefore, the name of the cluster is changing from "Applied Design/Media" to "Digital Media". Beginning fall 2019, the name of the program will be "Digital Media: Graphics".

The Digital Media: Graphics program is a STEM designated program and provides opportunities for students to develop creative, technical and career skills that support success in the competitive work environment found within the Digital Media industry. Practical skills in visual thinking are vital in advertising design, branding, packaging, visual content design, web design, publishing, and design for social and interactive media. The program focuses on 2D and 3D design skills with opportunities for critical analysis and creative response, software proficiency, experience with digital technologies, plus career and entrepreneurship education. The capstone course supports portfolio development - necessary for both employment and most university-level transfers and engagement with social media to support career goals.

For students to be successful in this program, they should have fundamental levels of education in English, mathematics, art, plus personal accountability and team-work skill-sets:

- English speaking, writing and comprehension level with a vocabulary sufficient to listen and converse on a social and technical level is required.
- Basic mathematic computing skills with a good understanding of linear measurement in various systems is necessary.
- An artistic ability with some education in art appreciation, basic drawing and sketching and visual conceptualization is advantages.
- Currency in media design software and hardware is essential to success in the program
- Soft skills in time and project management, team-work and cooperation are vital.

Through continued institutional support of resources – facility, staff, equipment and technology - Graphics faculty can continue to focus on nurturing and supporting students to excel in this program. The Graphics program is guided by recommendations from the Advisory Committee which is made up of individuals with varied experiences in business and education. Sharing knowledge with digital media design experts helps ensure the viability and relevancy of this program.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

The Plan of Action from the previous program review has guided decisions for curriculum, scheduling, staffing and technology implemented in the Graphics Program since 2012 and have been addressed on pages 3-8 of this document.

Creativity, problem-solving, communication and critical thinking skills are emphasized in all courses. Design processes and logic are explored through hand generated ideas that lead to increasingly complex individual and group projects in the studio classes where students learn by doing. Students develop skills by practicing, and as Graphic Design is a practice, this project-based educational approach fed by design theory holds the most promise for student success. We continue to embrace and support other related Fine Arts disciplines by promoting an interdisciplinary vision in our degrees and certificates.

Graphic Design is an evolving field and designers must remain current in emerging trends and tools. Coursework in the program is continually being adjusted to the changes in media and technology to provide relevant career training to the community. Web classes offered in the Graphics Program have recently been modified to reflect changes in the industry. GRPH 118 User Interface Design has been modified to include an emphasis on User Interface (UI), and User Experience (UX.) GRPH 116 Portfolio Design for Web & Social Media has been modified to embrace changes in portfolio web sites and curriculum will include designing for Social Media in the Digital Portfolio curriculum.

Classes are scheduled during the day, evening and occasionally summer to give students maximum opportunity to complete the required curriculum and earn degrees or certificates. Two concurrent enrollment courses have been approved and are currently offered at Cabrillo High School. With the addition of 2 courses since the last review (GRPH 127 History of Graphic Design and GRPH 129 Digital Tools for Visual Media) the program is poised to be able to offer the Graphic Design ADT upon approval of this transfer degree by the Chancellor's office. Most courses are offered face-to-face, except GRPH 127 which was recently converted to distance learning. The schedule of classes is reviewed regularly to allow our diverse student population to complete their degrees and certificates in as short a time span as possible. To guide students through the Program, a "Suggested Sequence of Courses" flyer was developed explaining certificate and degree options in both English and Spanish. This

is available to students, counselors and community members and is posted on the Hancock Graphic Design program web page.

Faculty members are practicing designers who participate in professional development efforts such as workshops and conferences, subscriptions to journals and magazines, online training, and obtaining higher education certificates and degrees. Several faculty are Adobe Certified Experts (ACE). Faculty and students participate in individual and group art exhibitions both on and off campus.

Challenges identified within the program include:

Adequate Apple support by IT technicians and classified staff:

In spite of the district's investment in providing up-to-date digital media technology, failure to allocate additional staff and/or training specific to Apple computers can affect student learning and faculty success. Because there is only one full-time Apple IT expert available for both the main and satellite campuses, Digital Media lab computers don't get installed, repaired or updated in a timely manner. Faculty are required to submit work orders three weeks in advance of any IT requests which can be challenging. Occasionally work orders are closed and the problem still exists. Adobe software is subscription based and updates to fix bugs and add functionality only get installed between semesters. Often faculty and students who update software regularly on their personal computers come back to the labs and find that their files are no longer compatible with computers in the labs.

The Digital Media labs are managed by the Media Instructional Technician (MIT) who needs to be better trained and supported by IT to perform necessary updates in the operating system and digital media software. The role of the MIT is to maintain, troubleshoot and assist in the usage of technology in support of programs taught in the media computer labs (computers, printers, cameras, scanners, 3D printers.) A proactive approach and operational knowledge of the equipment used in the media labs is vital to operations in the Digital Media labs.

Consistent, reliable network access:

Students use the network regularly to access local printers to print projects, to access the internal graphics server for course resources and to submit files for grading and to access websites for research. If the network access fails, the only solution is to restart the computer, which takes time and disrupts student focus and progress. Getting dropped from the network while working on design projects has affect student success and is reflected in the student surveys. Work orders, emails and phone calls are placed regularly to IT. Network failure has been a consistent problem for the six years until spring 2017. Recent conversations with IT have led to discussions about installing a server specific to Digital Media programs. This would need to be supported by the District.

Student access to Digital Media Labs:

Economically disadvantaged students deserve equity in lab access. Access to labs provide opportunities to complete assignments and practice learning on industry specific technology outside of class – especially if they cannot afford modern computers and the course specific software at home. Faculty have indicated that the range of students supported in these labs includes ESL students, LAP students and students who are challenged by technology. Over the last five years, the 8-week Open Graphics and Multimedia labs has declined in enrollment, so a pilot program to utilize the MIT for the Friday labs is being initiated spring 2019. The plan is for the MIT to manage the Graphics lab during the last eight weeks of the semester. This person would be responsible for opening and facilitating using technology the Digital Media lab on Fridays from 9am to 3pm. This pilot will be analyzed and it may be necessary to also utilize a student worker. If so, a budget augmentation may be necessary.

The AFT Union of Professional CTE Instructors Survey identified the challenges that need to be overcome for CTE programs to be comprehensive and successful:

1. Equipment, technology and instructional resources must be widely available and regularly updated.
2. Educators need the time to develop placements (internships, apprenticeships) with employers and connections to the community.
3. Class sizes, which are often too large, and learning environments, which are usually inadequate, must be appropriate to meet the needs of all students.
4. Program offerings need to be more diverse to engage more students and serve labor-market needs.
5. More funding is required to support high-quality CTE programs, especially in economically challenged and isolated urban or rural settings

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The Digital Media: Graphics program is served by resources that continually need to be assessed.

Human Resources: As we grow enrollments and add courses, we continue to need daily support from a Media Instructional Technician who is an Apple OS technical expert with useful interpersonal skills who can manage the computer lab by performing software updates, troubleshooting network issues and ensure access and

maintenance of the lab printers. Faculty also need daily support from IT and the Fine Art department secretary. As program enrollment grows, hiring additional full-time, part-time faculty and/or support staff will be necessary.

Physical Resources: The current facility is adequate until the Graphics program moves into to the new Fine Arts Complex when that building is completed. In January 2015, the program was relocated into a renovated computer lab and a classroom for lecture and hands-on production of projects (sketching, tracing, matting, mounting, handcrafting, packaging mock-ups, portfolio assembly). We also utilize an equipment storage area for bindery, spray mounting, copy stand with lights for photographing artwork. The Graphics Program facilities will need to be very similar in size and layout as planned for in the new Fine Arts Classroom Complex: the lecture/production classroom needs to be of similar size as we currently have and adjacent to the graphics computer lab with line-of-sight and easy access. Faculty often have to manage students in both rooms at the same time. The computer lab needs the same or similar square footage as it currently has to accommodate the printing equipment utilized by students in the lab and be in ADA compliance. The computer network needs to be hardwired, consistently reliable and connection speeds need to be as fast as possible.

The facilities are accessible to all populations, and are clean, attractive, safe, healthy, adequate, and appropriate for the instructional program being offered. Physical facilities for this program needs to include adequate space and utilities in lecture/production classroom and computer lab to provide for safe and orderly instruction. Both instructional and non-instructional areas, including storage areas, restrooms and offices, are currently adequate for the number of students and staff using such areas. Special consideration is given to students with special needs and include special hydraulic computer desks and adequate accommodations for LAP support staff. According to the state fire marshal, the classroom facility must provide a minimum of 15 square feet of usable space per student. Usable space is defined as actual space provided for the movement or seating of students. Built in cabinets, storage, audiovisual equipment, production equipment, and other components that take up floor space do not count toward usable space for students. While this is the minimum space requirement for adequate fire safety, there are other concerns to consider. Because this CTE program includes hands-on production activities within the lecture classroom, it should be larger than a minimum-sized classroom.

For students to succeed, Graphics class sizes should be capped at 25 students based on pedagogy and access to program equipment. Larger classes can have a serious impact on effective instructional delivery and student success, and impact safety conditions for students. The student-teacher ratio of 25 to 1 is based on the specific skills being taught. This ratio requires student workers as lab assistants in most courses taught in the computer lab. Reasonable enrollment limits must be maintained in order to ensure that program objectives may be met in an efficient and effective manner.

Technology Resources: Graphics Program equipment needs to be continually supported, upgraded and replaced. Funding for technology is accomplished through the program budget, equipment prioritization funds, CTEA Perkins funding, and other workforce funding sources so that students can have access to and experience in operating the technology that is standard in the industry. This experience is the link to jobs for students and is vital to their success.

Program technology includes: *(See Equipment Inventory list below for detailed list, value and estimated replacement date)*

- Thirty-one Apple desktop computers for students and faculty that are equipped with fast graphics video cards, an adequate amount of storage and as much RAM as possible, networked to server and printers
- Ten Apple MacBook Pro laptops in a lockable computer storage cart for students to check out to complete projects at home
- One full-color digital press, one color laser printer, two large format color inkjet printers, and five 3D printers
- Twenty-five digital input devices
- Three 2D and one 3D scanner
- Twenty-five digital tablets and six Cintiq interactive monitors
- Three data projectors – two ceiling mounted and three portable for outreach events
- One Mat cutter and one board cutter, one roto-trimmer, one spray booth, one photography copy stand and other portfolio development equipment
- Adobe software and other design software used in the industry
- Network connection throughout both classrooms

Fiscal Resources: The current Graphic Design and Applied Design program budgets need to be maintained and possibly augmented as enrollments grow and courses are added to support instructional technology and student workers.

Request #	Item	#	Item Details	Program Goal	Type	One-Time Cost	Annual Ongoing Cost	Date Purchased	Anticipated Date Needed	Funding Source
9	iMac Computers	31	iMac 27" 3.4GHz Quad-core Intel i5 Computers	#3	Technology	$85,000	$1,500	7/15/15	7/15/20	CTEA
10	MacBook Pro Laptops	10	MacBook Pro 15-inch		Technology	$30,000	$200	7/15/16	7/15/21	CTEA
4	Wacom Intuous Tablet	25	Medium Size		Technology	$8,500	$250	8/24/11	8/24/16	CTEA
11	13" Interactive-Displays	20	Cintiq 13" Portable Interactive Monitor		Technology	$15,000	$250	9/30/16	9/30/21	CTEA
3	24" Interactive-Display	7	Cintiq Large 24HD Interactive Display	#1	Technology	$15,000	$250	8/24/11	8/24/16	CTEA
15	Canon Digital Press	1	Canon ImagePress Digital Press		Technology	$30,451	$1,000	8/24/17	8/24/22	CTEA
16	Color Laser Printer	1	Canon ImageRunner		Technology	$1,872	$250	8/24/17	8/24/22	CTEA
2	Large Format Inkjet Printer	1	Epson 7000 Epson 9000		Technology	$11,000	$1,500	4/15/18	4/15/23	CTEA/SWP
7	Medium Format Inkjet Printer	1	Epson 4900		Technology	$2,500	$1,200	5/5/14	5/5/19	CTEA
8	3D Printer	1	MakerBot 5th Generation		Technology	$3,600	$100	5/20/15	5/20/20	EP
14	3D Printer	1	Ultimaker		Technology	$3,500	$100	4/15/17	4/15/22	TAC
12	3D Printer	3	New Matter		Technology	$1,200	$50	4/15/16	4/15/21	Grant
1	3D Scanner	1	Fastscan Laser Scanner	#2	Technology	$7,500		8/24/08	8/8/16	Grant
5	Flatbed Scanner	3	Epson Perfection V600 Scanner		Technology	$700		2/15/12	2/15/17	TAC, Budget
16	Data Cart	2	Bretford Mobility Cart		Technology	$2,400		9/15/16	9/15/21	CTEA
6	Data Projector	2	Epson Home Cinema 8350		Technology	$3,000		9/15/13	9/15/18	TAC
13	Shain Spray Booth	1	Shain Spray Booth Hood & Cabinet		Technology	$5,000	$50	5/15/16	5/15/21	EP

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

1. **PSLO 1**: Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

2. **PSLO 2**: Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.

3. **PSLO 3**: Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.
4. **PSLO 4**: Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
5. **PSLO 5:** Produce work for a portfolio that showcases individual graphic design competencies.

Assessments: Each of the program SLO's and all of the course SLO's have been assessed. One program SLO has been modified to serve the program better. There have been several changes made as a result of the assessments.

Recommendations Based on Assessment Plans of Action:

1. The faculty are advised to participate in the "early alert" system if student's attendance drops off. Individually, most faculty contact students to promote support services, attending office hours, and encourage enrollment in the Open Lab course so that students can have the support necessary to complete required projects and tutorials.
2. Earlier intervention: As faculty are made aware of issues with student success, intervention is imperative through tracking student progress more closely and examination of curriculum for improvements and modifications when necessary to support more profound levels of student learning.
3. Efforts are made to ensure that required program technology is serviced, replaced or purchased to guarantee opportunities for learning and building skills for workforce development.
4. Facilities have been improved for OSHA and ADA compliance.

5. Consistent, reliable access to the network is vital to student success and has been improved.
6. The ability to have flexibility in assigning part-time faculty to courses that best fit their skill set and expertise is vital to ensuring the best dynamic for student success.
7. SEP's discussed: Student education plans should be discussed at the beginning of the semester in each course. By distributing the Graphics Program Suggested Sequence of Courses document will help them develop plans to reach their educational goals.
8. Budget augmentation to increase funding for student workers as teaching assistants in the computer lab is necessary to support student success.
9. Continued advocacy for Open Lab opportunities for students and the acquisition of loaner laptops has helped our economically disadvantaged students.
10. Students would be served by access to course-specific training videos such as Lynda.com and custom training videos that are posted on Canvas or a private YouTube Channel.
11. Faculty training for Canvas is necessary.
12. Software updates: Design software needs to be updated often and regularly so that everyone in the class is using the same version of the software.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

GRPH 127 History of Graphic Design has being converted from a face-to-face to a DL course. This course was proposed based on required courses in the Graphic Design ADT, but that transfer degree has not yet been approved and enrollment has been low in the face-to-face course. Faculty instructing this course will substantiate regular contact with documented emails and responses to coursework submitted on Canvas.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Teaching innovations include:

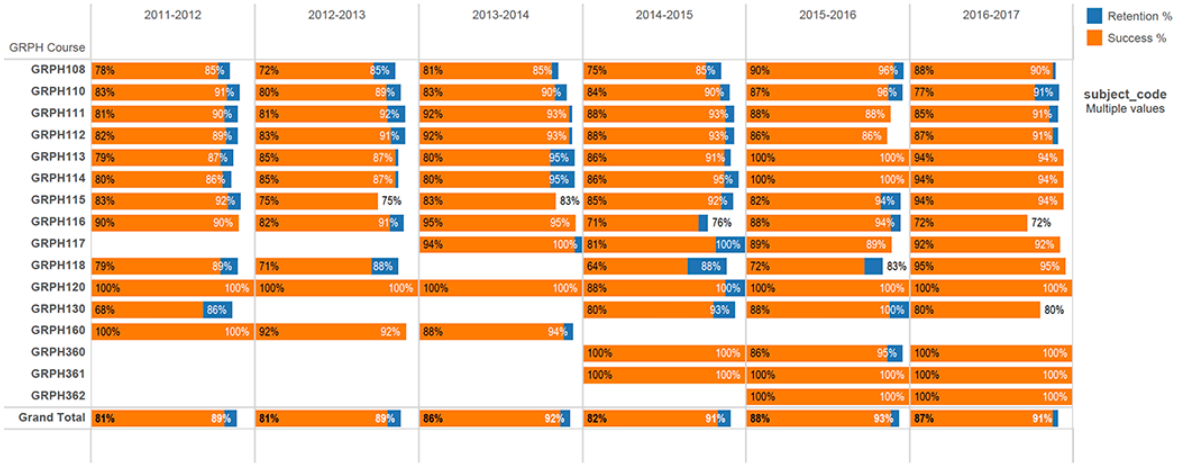
1. Adobe Certified Associate: The ACA certification program helps educators effectively teach and validate digital communication skills while providing students with credentials that demonstrate real-world prowess to prospective employers. Several faculty have ACA certifications. The process of becoming a ACA testing site for students and faculty is in the list of goals for the program.
2. Using social media to promote the program, students and attract employers: AHC Graphic Design Facebook page, LinkedIn accounts for both faculty and students;
3. Participation in the AIGA Portfolio Day: on-site opportunity for graduating students to have their portfolio reviewed
4. Guest speakers and field trips: Professional designers have been invited to Hancock to present to students. Students are taken on field trips to Cal Poly Graphic Communication's printing press museum, to print shops, to apparel manufacturers who employ designers and have design studios.
5. Securing funding for students to have access to Lynda.com online training is being pursued. This will enable students to have access to software training 24/7 and will offset the loss of the Friday Open Lab course transition to an Open Lab without instruction.
6. Faculty are involved in workshops and training to learn new software and implement projects to give students opportunities to build experience based skills. Recently, Resolume projection mapping software has been added to the computers in the labs. Unity is software for game design that will be added in 2018.

Many students in the Graphic Design program utilize the following Student Services:

- Admissions & Records
- AHC Clubs
- ASBG
- Career & Technical Education Center
- CAL-SOAP
- CalWORKs
- Campus Children's Center
- Campus Police

- CAN-TRIO
- CARE
- Counseling & Guidance
- Career/Job Placement Center
- EOPS
- Financial Aid
- Health Services
- Job Placement/Career Services
- Learning Assistance Program
- Library Resources
- Open Access Computer Lab
- Public Transportation
- University Transfer Center
- Writing Center

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).



Success and Retentions Outcomes Analysis 6-year average:

The Graphic Design program exceeds the goal of 95% of the Institutional Set Standards

Success

Graphic Design: 77.0%

AHC All: 72.9%

Retention

Graphic Design:	91.1%
AHC All:	87.6%

Graphic Design program student demographics

- 60% of students are male and 40% are female as compared to the entire college
- 70% of students are 24 years of age or younger
- Most students are Hispanic or white, this is in line with the entire college
- 70% of student are continuing students

x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Action to Take: Increase outreach to females

Action to Take: Increase outreach to older adults

Action to Take: Focus outreach to attract 1st year students

Graphic Design FTES Comparison

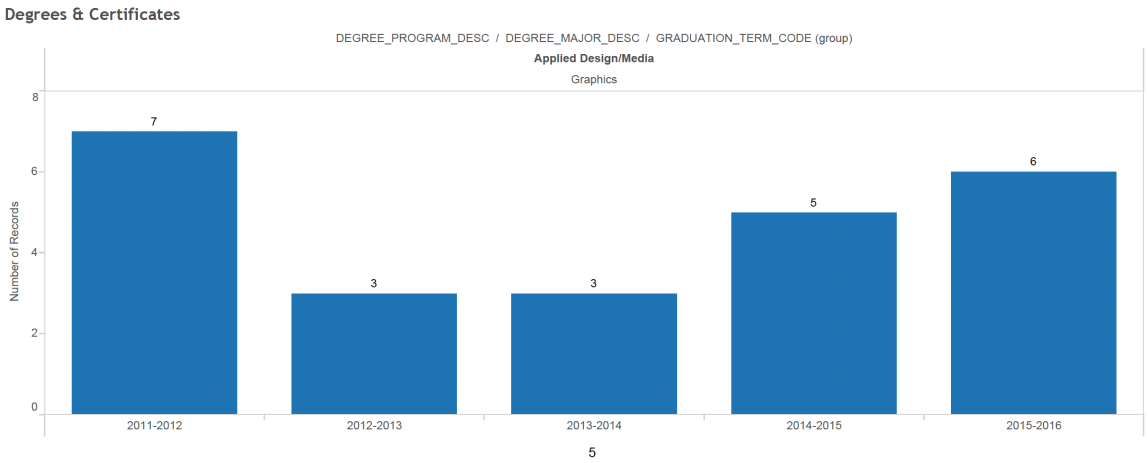
ART & GRPH: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Sections_	2.0	8.0	13.0	1.0	8.0	12.0	8.0	13.0	7.0	12.0	8.0	13.0	8.0	15.0
Headcount	15	124	155	20	109	142	102	136	88	116	84	108	83	111
Enrollment	30	184	243	20	180	249	160	236	133	209	141	192	138	213
retained	28	162	215	19	159	220	149	215	120	191	128	182	129	190
Retention %	93.3%	88.0%	88.5%	95.0%	88.3%	88.4%	93.1%	91.1%	90.2%	91.4%	90.8%	94.8%	93.5%	89.2%
success	22	147	202	16	154	193	137	204	102	180	124	170	120	186
Success %	73.3%	79.9%	83.1%	80.0%	85.6%	77.5%	85.6%	86.4%	76.7%	86.1%	87.9%	88.5%	87.0%	87.3%
FTES	4.1	30.6	38.7	2.7	25.5	34.5	22.1	35.4	20.5	34.2	20.4	28.6	20.2	31.2

FTES Comments

FTES in the Graphics program increased to a high of 51.43 in 2016-2017. This is an increase of 105% from the prior year. The FTES count dropped after 2015 when courses taught at the Lompoc campus were no longer offered. These should increase as we offer concurrent enrollment courses at Cabrillo HS beginning Spring 2018 and when the Graphics ADT is approved and required courses are offered.

Graphic Design Degrees Awarded



AS Degree Attainment Comments

AS Degrees in the Graphics program is increasing annually. In 2016-2017 the program had 7 AS degrees were completed. These should increase as we are able to offer the Graphics ADT when it is approved. Also, a Certificate of Achievement has been proposed for students wanting to build skills for the workforce instead of graduate or transfer and should be available to offer in 2019-2020.

Graphic Design Program Efficiency

ART & GRPH: Course Efficiency

AcademicYear	Term Code - Desc	Division Desc	GRPH Course	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment ..	Fill Rate	Day 1 Waitlist	Demand Ratio
2016-2017	Fall 2016	Fine Arts	GRPH 108	13.53	5.18	0.38	25.0	25.0	100%	0.0	100%
			GRPH 110	13.70	3.57	0.26	24.0	25.0	96%	0.0	96%
			GRPH 111	11.02	2.07	0.19	20.0	25.0	80%	0.0	80%
			GRPH 112	11.41	2.98	0.26	20.0	25.0	80%	0.0	80%
			GRPH 117	7.42	1.94	0.26	13.0	25.0	52%	0.0	52%
			GRPH 118	11.02	3.54	0.32	21.0	25.0	84%	0.0	84%
			GRPH 360	4.47	0.92	0.21	15.0	25.0	60%	0.0	60%
	Spring 2017	Fine Arts	GRPH 108	12.45	4.77	0.38	23.0	25.0	92%	1.0	96%
			GRPH 110	13.13	3.43	0.26	23.0	25.0	92%	2.0	100%
			GRPH 111	9.65	3.63	0.38	35.0	50.0	70%	0.0	70%
			GRPH 112	9.70	5.06	0.52	34.0	50.0	68%	0.0	68%
			GRPH 113	9.13	2.38	0.26	16.0	25.0	64%	0.0	64%
			GRPH 114	8.82	1.66	0.19	16.0	25.0	64%	0.0	64%
			GRPH 115	9.97	3.20	0.32	19.0	25.0	76%	0.0	76%
			GRPH 116	9.44	3.03	0.32	18.0	25.0	72%	0.0	72%
			GRPH 130	8.16	3.11	0.38	15.0	25.0	60%	0.0	60%
			GRPH 360	5.48	0.96	0.18	14.0	25.0	56%	0.0	56%
Grand Total				10.14	51.43	5.07	351.0	475.0	74%	3.0	75%

Course efficiency in the Graphic Design program efficiency rate average is 75%, well over the college average of 56% as reported in Tableau (see table below.) Efforts to analyze the data has been difficult due to missing information in the Program specific reports supplied by IE. These reports had to be corrected several times to account for courses that are cross-listed and/or linked which are not reflected in the program tableau data online. This specifically affected enrollment and efficiency totals. If this institution is making data driven decisions, the data needs to reflect an accurate view of the program and the institution.

Course Efficiency Data Table
Hover over column names and click the '+' or '-' button to expand/collapse data

Term Code - Desc	Division Desc	Subject Code	Site Code
(Multiple values)	(All)	(All)	(All)

Division Desc	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
Applied Behavioral Sciences	11.89	512.82	43.12	4,693	7,290	64%	201	67%
Basic Skills - Community Ed	15.55	118.39	7.61	5,659	11,313	50%	0	50%
Business	12.96	359.96	27.77	4,289	6,203	69%	159	72%
Citizenship-Community Ed	15.29	21.07	1.38	378	420	90%	0	90%
Cooperative Work Experien..		37.69	0.00	148	0		45	
Cosmetology		131.41	0.00	232	690	34%	0	34%
Counseling	23.21	184.54	7.95	1,968	2,528	78%	20	79%
Disabled Persons-Comm Ed		164.95	0.00	627	2,100	30%	0	30%
Engl 2nd Lang-Comm Ed	12.98	354.00	27.27	5,866	7,260	81%	0	81%
English	13.66	882.85	64.61	6,275	7,356	85%	288	89%
Fine Arts	14.26	1,086.30	76.20	6,689	13,640	49%	116	50%
Health Sciences	14.84	655.49	44.17	1,527	1,717	89%	0	89%
Health-Community Ed	17.49	2.41	0.14	134	170	79%	0	79%
Home Econ-Community Ed	18.99	79.84	4.20	1,460	1,755	83%	0	83%
Industrial Technology	11.20	400.94	35.79	1,984	3,347	59%	81	62%
Kinesiology, Rec & Athletics	17.06	586.83	34.41	5,439	10,312	53%	47	53%
Languages and Communica..	12.23	422.20	34.51	3,488	4,373	80%	161	83%
LAP	3.43	2.13	0.62	53	230	23%	0	23%
Life & Physical Sciences	17.37	1,026.95	59.12	5,001	5,854	85%	500	94%
LRC - Library	7.30	0.97	0.13	15	24	63%	0	63%
Mathematical Sciences	14.87	1,095.53	73.65	7,132	8,316	86%	324	90%
Older Adults-Community Ed	19.97	120.41	6.03	3,761	8,875	42%	0	42%
Parenting-Community Ed		0.98	0.00	88	200	44%	0	44%
Public Safety	10.89	447.23	41.05	3,218	5,796	56%	12	56%
Social & Behavioral Sciences	18.97	1,286.19	67.81	12,830	18,064	71%	349	73%
Vocational-Community Ed	12.73	82.78	6.50	2,391	19,885	12%	0	12%
Grand Total	15.16	10,064.84	664.03	85,345	147,718	58%	2,303	59%

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Positive Observations

- Retention and success rates are slightly up over the last 6 years.
- The number of students obtaining degrees has doubled since 2012-2013 and is among the highest within the Fine Arts department. We have a list from Admissions that indicates we have had **24 graduates** between fall 2015 and

spring 2018. Transfers to university programs are competitive and require portfolios for admittance. Once the ADT is approved, the transfer rate will increase both enrollments, degrees and transfer rates.

- Efficiency average is 74.7% including cross-listed and linked courses. CTE programs class sizes are often too large, and learning environments must be appropriate to meeting the needs of all students.
- 47% of FTEFs are attributed to full-time faculty. As the program and enrollment grow through expanded industry-specific certificates, targeted outreach and the implementation of the ADT in Graphics, there is capacity to add another full-time faculty member.

Negative Observations

- A dip in the number of FTES since 2014 has been affected by the loss of courses taught at the Lompoc center, but the addition of 2 concurrent enrollment courses offered at Cabrillo High School and offering GRPH 127, GRPH 129 and newly developed Certificates should help this number increase.
- Recent success and retention drop in GRPH 110 may have to do with current adjunct faculty assignment, lack of adjunct faculty evaluations in pool 2 and restrictions in hiring and/or reassigning adjunct faculty driven by article 12 in the part-time faculty contract.
- The drop in FTES and FTEF reflect overall reductions of sections and courses at the college.

TRENDS: CTE Outcomes Survey 2016 Results

11,117 Respondents Statewide

Overall Findings for Applied Design:

- Completing CTE studies and training – with or without a credential – has positive employment outcomes.
- The majority of respondents are employed, working in the same field as their studies, and working full-time.
- Respondents saw an increase in their hourly wage after completing their studies.
- The majority were satisfied with the education and training they received.

Graphic Design / Applied Design Top Code Results

Current Job is Full-Time or Part-Time

AA Degree in Graphic Design	53% Full-Time	47% Part-Time
AS Degree in Graphic Design	60% Full-Time	40% Part-Time

Percent Change in Hourly Wages

AA Degree in Graphic Design	33%
AS Degree in Graphic Design	35%

Earnings Change with Degree and/or Certificate

2016 Increase in Earnings	56%
2015 Increase in Earnings	50.7%
Average Hourly wage before AA/AS Degree and/or Certificate	$15.71
Average Hourly wage after AA/AS Degree and/or Certificate	$24.92

How closely related to field of study is your job?

AA Degree in Graphic Design	53% Very	27% Somewhat	20% Not Related
AS Degree in Graphic Design	55% Very	18% Somewhat	27% Not Related

Change in Employment Status Before and after Coursework

Before Coursework	45.3% Full-Time	54.8% Part-Time	
After Coursework	50.8% Full-Time	49.2% Part-Time	
Before Coursework	73.7 Permanent	18.9% Temporary	7.4% Seasonal
After Coursework	75% Permanent	16.8% Temporary	8% Seasonal

Change in Wages

Hourly Wage Before Coursework	$15.71
Hourly Wage After Coursework	$24.92

Current Employment Status

Self-Employed	22%
Employed at one job	48%
Employed at more than one job	11.4%

Primary Reason for Study at the College

Earn a Certificate or Degree and Transfer	40.9%
Earn a Certificate or Degree and not Transfer	43.9%
Earn Transfer Units with/without out Degree	3.1%

Take Classes to Update Job Skills	6.3%
Take Classes for Self-Enrichment Only	6.3%
Percent of Satisfaction	93.3%

Engagement in Job Search after finishing studies

Found Employment	38.7%
Still Looking	8.4%
Already Employed	18.7%
Not Looking for Employment	14.2%
N/A Still taking Courses	20%
0 Months to Find Job	28.1%
1-3 Months to Find Job	28.1%
4-6 Months to Find Job	20.3%
7-12 Months to Find Job	14.1%
13+ Months to Find Job	9.4%

LABOR MARKET:

One-Net Code Connector Labor Market Descriptors: (*this includes closely related occupations)*

Graphic Designers (SOC Code 27-1024):

Related job titles: Graphic Artist, Designer, Digital Designers, Visual Designer, Production Artist, Illustrator

Description: Graphic designers develop art and graphics for logos, package design, signage and websites. They work with a variety of media to create or select typestyles, imagery for layouts that are presented to clients or art directors. Graphic designers are skilled at combining art and technology and use a variety of creative techniques and software for print and digital projects.

Skills Needed: Creativity, Adaptability, Communication, Knowledge of Design Software and Media

Career Outlook: Due to increased widespread internet use, graphic designers will continue to be in demand to create designs and images for websites, mobile sites, electronic publications and video entertainment media. As a result, employment growth for graphic designers is projected to rise 5 percent from 2016–2026 and is anticipated to be especially high—20 percent—for positions in computer systems design and related services.

Education Requirements: A Bachelor's degree in graphic design, or a related field, is typically required; however, those with a degree in another field can be

hired if they have the proper technical training and portfolio. Programs in art and design usually include courses in studio art, website design, graphics production and computerized design. Some schools require students to take foundational courses in art and design, or require students to submit samples of art to be accepted. Once in a program, students build portfolios through a variety of classroom projects, internships and other experiences. Having a portfolio of work is essential for employment, as employers will often make hiring decisions based on an applicant's skill and quality of past work.

Art Directors (SOC Code: 27-1011):

Related job titles: Production Director, Creative Director, Design Director

Description: Art directors work for publishers, production companies or advertising and public relations agencies where they are responsible for visual style, images and design. They direct others (often graphic designers and multimedia artists) who develop artwork or layouts, while working to craft the overarching visual message of the project. They manage budgets and timelines and develop and deliver presentations to clients for approval. Art directors also negotiate with printers and estimators, review and approve materials and work with creative directors to develop design solutions.

Skills Needed: Leadership, Communication, Creativity, Resourcefulness

Career Outlook: The top industries for art directors include motion picture and video; specialized design services; advertising, public relations and related services; and newspaper, periodical, book and directory publishers. Overall, employment for art directors is expected to grow seven percent from 2016–2026.

Education Requirements: Art directors need at least a Bachelor's degree in an art or design program, along with several years of previous work experience. Many start as graphic designers, illustrators, editors or photographers before advancing to the role of art director. Qualified candidates should have a robust portfolio of work showcasing their styles and abilities. A Master of Fine Arts (MFA) often helps candidates reach the managerial role more quickly and successfully.

Web Developers & Digital Interface Designer (SOC Code 15-1255):

Related job titles: Web Designer, User Interface Designer (UI), User Experience Designer (UX)

Description: Web Designers design digital user interfaces or websites. They develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. Web designers may use web framework applications as well as client-side code and processes. They may evaluate web design following web and accessibility standards, and may analyze web use metrics and optimize websites for marketability and search engine ranking. Other responsibilities include designing and testing

interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. Web designers may also create graphics used in websites and manage website content and links.

Skills Needed: Front-End skills include Creativity, Communication, Resourcefulness; Back-End skills include Analytical, Technical, Organizational,

Educational Requirements: Most web designers have at least an Associate's Degree. Some favor the design side of web development or "front-end" and others prefer the back-side of web development or "back-end". Front end developers need a strong foundation in design. Back-end developers need a foundation in programming languages such as HTML and CSS, and Javascript. There are many excellent web design and programming courses to choose from, many of which are offered at community colleges and taught by industry professionals who have been a part of this growing and changing industry for many years.

Newer web designers entering the field today will be more likely expected to have a degree related to web design in some way. Additionally, whether a web professional is new to the industry or a seasoned veteran, they should have a portfolio of their work to showcase.

Multimedia Artists and Animators (SOC Code: 27-1014)

Related Jobs: Motion Graphics, 3D Animator, 3D Artist, Production Artists, Game Designers, App Designers

Description: Multimedia artists and animators use computer software to create animation and visual effects for television, movies, video games and other forms of media—including both two- and three-dimensional art. They work with a team of animators and artists to create final projects, and then meet with clients, head animators and/or directors to review deadlines and edit projects based on feedback. A large percentage of workers in this profession are self-employed and work from home, although some work in studios or offices.

Skills Needed: Artistic Talent, Understanding of Technology, Time Management, Communication

Career Outlook: Due to an increased demand for animation and visual effects in video games, movies and television, employment for multimedia artists and animators is expected to rise 10 percent from 2016–2026.

Education Requirements: Most multimedia artists and animators have a Bachelor's degree in fine art, computer graphics, media arts, animation or a related field and a portfolio of work to show employers. Most degrees include classes in drawing, painting and animation, as well as computer graphics. Some schools also offer specialized degrees in areas such as interactive media or game design.

NOTE: The Bureau of Labor statistics for Graphic Design related occupations is not current with the Digital Media industry as jobs have changed with technology and media industry needs. For instance, a recent search for Visual Content Designer resulted in over 3,000 job openings with salaries ranging from $75,000 to $125,000. The skills needed for these jobs references graphic design, multimedia, video and photography experience and training.

As shown in the charts below from the labor market websites and other employment research, the need for Graphic Design industry high demand. There is a massive growth potential of graphic design positions in the future, both part-time for freelancers and full-time positions for those who are interested in working for graphic design firms long-term. AQUENT is a popular creative industry staffing website and lists the following related job titles and opportunities nationwide:

- 3D / Game Design / Animation
- Creative / Art Direction
- Digital / Web Design & Production
- Fashion / Apparel Design
- Graphic Design & Production
- Illustration / Photography
- Instructional Design
- Multimedia / Video
- Package Design
- Presentation Design
- Creative Project Management
- Retail / Interior / Environmental Design

National Job Outlook from Bureau of Labor Statistics

Occupation National	Jobs in 2016	Jobs in 2026	% of Change	Job Openings	2016 Median Wage Annually
Art & Design Workers (SOC Code 27-1000)	833,700	874,800	4.90%	792,00	$52,660
Art Directors (SOC Code 27-1011)	90,300	97,000	7.4%% of Change	80,000	$100,170
Graphic Designers (SOC Code : 27-1024)	266,300	287,800	4.70%	262,000	$52,290
Illustrators (SOC Code 27-1013)	28,000	30,400	6.90%	25,000	$57,410
Multimedia & Animation Artists (SOC Code 27-1014)	73,700	81,300	10.40%	68,000	$72,200
Web Developers (SOC Code : 15-1134)	162,900	184,200	13.10%	142,000	$72,150

California Annual Job Openings Projections					
Occupation California	**Jobs in 2012**	**Jobs in 2024**	**% of Change**	**Job Openings**	**2016 Mean Wage Annually**
Art & Design Workers (SOC Code 27-1000)	118,900	132,300	11.30%	43,700	$63,000
Art Directors (SOC Code 27-1011)	13,700	15,000	9.50%	15,800	$126,060
Graphic Designers (SOC Code : 27-1024)	261,600	265,200	1.40%	65,800	$59,210
Illustrators (SOC Code 27-1013)	26,300	27,100	0.80%	5,700	$75,380
Multimedia & Animation Artists (SOC Code 27-1014)	23,200	33,400	44%	15,900	$82,680
Web Developers (SOC Code : 15-1134)	21,500	39,800	85%	58,600	$82,930

Santa Barbara County Annual Job Openings Projections					
Occupation SB County	**Jobs in 2012**	**Jobs in 2022**	**% of Change**	**Job Openings**	**2016 Median Wage Annually**
Art & Design Workers (SOC Code 27-1000)	1000	1090	9%	390	$73,471
Art Directors (SOC Code 27-1011)	120	130	0.80%	40	$73,471
Graphic Designers (SOC Code : 27-1024)	300	340	13.30%	120	$47,884
Multimedia & Animation Artists (SOC Code 27-1014)	240	290	21%	110	$84,820
Web Developers (SOC Code : 15-1134)	290	400	38%	160	$43,858

San Luis Obispo County Annual Job Openings Projections					
Occupation SB County	**Jobs in 2012**	**Jobs in 2022**	**% of Change**	**Job Openings**	**2016 Mean Wage Annually**
Art & Design Workers (SOC Code 27-1000)	400	590	47.50%	300	$52,190
Art Directors (SOC Code 27-1011)	30	40	33.30%	40	$68,584
Graphic Designers (SOC Code : 27-1024)	270	380	40.70%	180	$41,794
Web Developers (SOC Code : 15-1134)	130	160	23.10%	50	$64,800

ADVISORY BOARD INPUT

General Recommendations for Graphic Design Students:

- Employees need real world software application and industry skills
- Soft skills are extremely important, learn how to turn off ego and keep confidence
- Access to technology builds skills that are relevant in the workforce
- Students need to know that heads will roll if you don't meet deadlines
- Employees need to have the ability to figure it out, they need to be resilient, able to do hard work, have ethics, show they are excited to be there.
- Learn how to turn off ego but keep confidence
- Time management skills are vital to success
- Employees need to have the ability to take direction well
- Job interviewing skills are needed, resumes should be developed before graduation
- Brainstorming and conceptualization skills needed
- Basic computer organization skills, following naming conventions particular to that business
- Employees need to be good at working in a collaborative environment.

Topics to Consider from conversations with Advisory Committee Members:

- Internships are hard for business owners because of the time it takes away from the business and also a new law that says you have a to pay interns. The skill-set interns need to have take time to learn. Some Advisory members have bachelor degrees, master's degrees and years of work.
- Implement guest speakers, extern & internships, job shadowing, mentors as ways to increase the relevance of in-class projects. A mentorship or job shadow is a much more doable option. Shadowing would expose the student to the career. They might find an adjacent career with this approach.
- A tour of a local design studio and a print shop would be good...get a bus and tour several of places in one day.
- Maybe get industry feedback through Skype.
- In this business, 1/3 of time spent is figuring out the newest, latest, software and hardware.
- Certifications and degrees are not as important in this field as portfolios of work actual work that has been done by prospective candidates
- In-class hands-on project-based activities are highly encouraged as these fields need people with crafting and manipulation of materials experience.

- Infusing entrepreneurial concepts and soft skills into these classes will encourage students to think about paving their path in this industry as many opportunities are part-time, temporary, or intermittent. Starting their own company, taking on work as an independent contractor, looking for project-based employment are the ways to be successful and trends they will encounter.
- Incorporating production-related concepts into classes such as math, English, and entrepreneurship skills. For instance, how is math used in design planning, how to freelance.
- Teach students to be curious and discover possible solutions, the industry is changing too quickly to wait to be taught everything in school.
- Develop adult "retool" certifications to accommodate the rapidly changing work/ office environment
- Develop more integrated curricula paths with business and sciences for student training

Graphic Design & Education Trends:

Graphic design skills are in demand across a broad range of digital media industries. They are rapidly changing and boundaries that used to exist are now hard to define. These skills include the ability to create visual content using digital processes.

- Packaging has HUGE opportunities for designers
- Digital signage and projection mapping are growing industries
- Web Design language now embraces User Experience (UX) and User Interface (UI) areas of study and opportunities continues to grow
- 3D design and the Internet of Things has expanding opportunities for students with 3D modeling and printing experiences
- Design for apparel (screen printing, dye-sublimation) and apparel infused with technology (lights, heat sensors, sound, GPS) is a growing interest. Experiences with cross-disciplinary programs could benefit students.

Recommended Actions:

Pursue Continued Technology & IT Support: Modern computers, current software, additional 3D printers; IT support for network and software updates; Improved support from and professional development for Media Instructional Assistant

Continue Pursuing Lab Access and/or additional loaner laptops: Technology provides a new opportunity for traditionally underserved populations to have equitable access to high-quality educational experiences. When connectivity and access are uneven, the digital divide in education is widened, undermining the positive aspects of learning with technology.

All students deserve equal access to (1) the internet, high-quality content, and devices when they need them and (2) educators skilled at teaching in a technology-enabled learning environment.

Investigate rebranding the program to "Digital Media" or more relevant program title rather than "Applied Design/Media:(Graphics, Multimedia, Animation, Web Design)" to better represent with changes in the industry. The Graphics program is part of a cluster of programs that share resources: faculty, facilities and equipment. Renaming the cluster will reflect currency and align with other CC's as well as the sector that represents this area in our region "ICT – Digital Media". Graphic Design, Multimedia, Animation, Web Design and Photography are part of a cluster of Media programs under Applied Design/Media. Arts, Media and Entertainment clusters have been formed at many community colleges throughout California as part of the Guided Pathways initiative. Our research has identified thirty-nine California Community Colleges with "digital media clusters" that include Graphic Design, Illustration, Interactive Media, Animation, Photography, and Video programs. This cluster reflects common creative knowledge and technical skills needed for employment in the Media industry. Recommendations for these groupings come from educators and business partnerships in an effort to increase the rigor and relevance of the programs individually and collectively. High-paying creative jobs in science and technology, business, arts, media, and entertainment make up more than a third of all jobs in the U.S. over the past 50 years. By 2022, creative jobs will grow by12.5% the highest rate of all job types.

Currency of Curriculum

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

The Graphic Design program currently offers an AS degree. A Certificate of Achievement and a Certificate of Accomplishment have been proposed. The program is prepared with courses that are approved in the proposed ADT for Graphic Design. This ADT has been on hold for several years, but there is recent movement in this area.

Individual courses are based on job related skills that are required by employees and that are listed as requirements on current job openings:

Photoshop (GRPH 111/112)

Illustrator (GRPH 113/114)

InDesign (GRPH 115/120)

Design Basics (GRPH 108)

Basic knowledge of the industry (GRPH 110)

Typography (GRPH 117)

User Interface Design (GRPH 118)

Portfolio development is required for most design jobs and is taught in Digital Portfolio (GRPH 116). The curriculum has been revised to embrace the shift to plug and play portfolio websites and embrace social media for branding and promotional campaigns.

The 3D Modeling course (GRPH 130) is leading students directly to local jobs in the modeling, gaming and special effects industries

GRPH 127 History of Graphic Design and GRPH 129 Digital Tools for Visual Media are courses that are part of the ADT for Graphic Design and have been added as electives.

Students also have internship opportunities through the Community Work Education Program (CWE) and a Graphics specific CWE course is being proposed.

The AS degree his being modified to embrace career specific options in the electives chosen. A Certificates of Achievement has been proposed for students who are looking for work based skills instead of transfer. A lower unit Certificate of Accomplishment has been proposed. Offering industry-specific certifications are being investigated. This could be accomplished by implementing a testing center at Hancock for Adobe Certified Experts (ACE) where students who are only looking for skills-builder courses pass tests to get certified in specific software needed for employment. Our courses can be designed for success in getting these certifications.

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data. State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Positive Observations

See analysis of spring 2017 student surveys in Exhibit 1, Question 1

1. Students believe that the assignments represent "real world" projects and appreciate the entrepreneurial aspects of instruction. (Source: SGID 2011)
2. Students feel nurtured by full-time faculty who spend one-on-one time with them in the lab. (Source: SGID 2011)
3. Students were satisfied with the lecture and lab classrooms that are equipped with "top of the line technology." (Source: SGID 2016)

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Negative Observations

See analysis of spring 2017 student surveys in Exhibit 1, Question 17

1. Students requested improved lab facilities and equipment: More space in the lab, remodel and add more stations. (Source: SGID 2013)
2. Students reported daily issues with getting dropped from network in the Graphics lab which requires quitting projects and restarting their computers. They felt that this process wasted time and interrupted train of thought. Software needs updates (currently only IT can install updates to software and they are only available to do so on winter or summer break); Students who log in to WIFI as Guest get dropped after an hour and cannot log back in. Students reported that they were negatively impacted. (Source: SGID 2016)
3. Students wanted to know why equipment that was delivered before school started took so long to get delivered or installed in the lab. The digital drawing tablets and loaner laptops that were ordered at the start of the semester and had not been delivered until over 2 months later. (Source: SGID 2016)

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

General Observations

- Students and Adult Learners who are only interested in building skills for the workforce are interested in industry specific certifications such as the Adobe Certified Expert (ACE) program and/or a non-credit Digital Badge program.
- Students would benefit from access to a LYNDA.COM subscription to learn software on and off-sit

PLAN OF ACTION - PRE-VALIDATION
Six Year

DEPARTMENT: Fine Arts PROGRAM: Applied Design/Media: Graphic Design

Alternative Format Plan of Action – Pre-Validation
(See the following pages for detail)

Graphic Design Program Review Goals Pre-Validation

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
#1	**Technology**	Replace obsolete or broken equipment as necessary to maintain the quality and currency of the program. Current inventory approx. $225,000	SLS2, IR2, IR4	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Submit work orders to IT. Write grants and/or requests for funds.	Advisory, Students, Faculty	Faculty & Administration	$225,000	$35,700	CTEA, SWP, EP	Varies	Ongoing
#2	**Technology**	Improve system for regular software updates and currency in licenses for desktops and laptops. Address issues of timely installation of new hardware.	TMP1-TMP12	Increased faculty and student success.	Need direction from Administration for assistance with IT in order to achieve goals. Train more IT staff to work with Apple computers.	Advisory, Faculty, Students, Administration	Administration			District		Ongoing
#3	**Technology**	Maintain reliable connection to network and servers.	TMP1-TMP12	Increased success for both faculty and students.	Submit work orders to IT.	Advisory, Students, Faculty	Administration			District	Varies	Ongoing
#4	**Technology**	District provided web hosting service and access for web design students	TMP1-TMP5, SLS2, SLS3	Increased enrollment, completions, transfers and employment	Work with administration and IT to achieve goals.	Students, Faculty, Adviisory & Administration	Administration			District		
#5	**Technology**	Add new technology as needed to reflect industry needs.	SLS2, IR2, IR4	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Write grants and/or requests for funds.	Advisory, Students, Faculty, ICT-DM Regional Deputy Sector Navigator	Faculty & Administration			CTEA, SWP, EP	Varies	Ongoing
#6	**Technology**	Install large screen monitors for exhibition of student work and digital signage	SLS2, IR2, IR4	Promotion of student work and opportunities in programs.	Write grants and/or requests for funds.	Students, Faculty	Faculty & Administration	$3,000		CTEA, SWP, EP	9/30/20	

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
	Curriculum	Continue to integrate diverse technologies and teaching methodologies into curriculum	IR3, SLS2, SLS4, SLS6	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Research, revise curriculum and implement into courses	Advisory, Students, Faculty, ICT-DM Regional Deputy Sector Navigator	Faculty & Administration			CTEA, SWP, EP		Ongoing
	Curriculum	Investigate possibility of offering Adobe Certified Expert (ACE) Testing	SSIP2, SSIP5, SLS2, SLS3	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Identify necessary equipment, software, location and implement. Request Resources	Advisory, ICT-DM Regional Deputy Sector Navigator	Administration			CTEA, SWP	9/10/19	
	Curriculum	Connect with colleagues of Media Design programs at other CC's and transfer institutions	SLS3, SLS4	Currency of curriculum and program	Revise and/or develop curriculum, program and certificates as needed. Attend conferences.	Advisory, ICT-DM Regional Deputy Sector Navigator, Administration	Faculty & Administration			SWP PD funds		annually
	Curriculum	Review and update curriculum and textbooks for currency	SLS2, SLS3	Currency of curriculum and program	Revise and/or develop curriculum, program and certificates as needed. Attend conferences.	Advisory, Faculty & Administration	Faculty & Administration			Stipend		annually
	Enrollment	Address non-traditional student enrollment and retention	SSI3, SLS2 - SLS8	Improved Performance of Core Indictors	Research issues, design a plan, and implement solutions	Administration	Faculty & Administration			3SP, CTEA, SWP	Reviewed Annually	Ongoing
	Enrollment	Address student enrollment and retention issues based on data from student surveys, faculty evaluations, and IE	SSI3, SLS2 - SLS8	Improve enrollment, completions, transfer rates and employment	Research issues, design a plan, and implement solutions	Students, Faculty & Administration	Administration			SWP PD	Reviewed Annually	Ongoing
	Enrollment	Continue outreach to high school faculty and counselors	SLS2, SLS3, SLS7	Participate in outreach events and social media to market program to JH, HS students and adult learners.	Design and/or update program brochures, disseminate to HS faculty and counselor via email and mail.	Faculty & Administration	Faculty & Administration	$250	$250	District, SWP		Ongoing

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
	Enrollment	Maximize course offerings and schedule to benefit students	SLS2. SLS4, SLS6	Increased enrollment, completions, transfers and employment	Review and develop schedule to serve student success and best utilize shared resources	Students & Faculty	Faculty & Administration					Ongoing
	Enrollment	Investigate developing a Digital Badge program with Adult Ed	SLS2-SLS8, SSIP2	Workforce skill develoment for Adult Learners. Could lead to improved credit program enrollment.	Research issues, design a plan, and implement solutions	Advisory, ICT-DM Regional Deputy Sector Navigator, Administration	Faculty & Administration			District, AEBG, SWP		9/30/19
	Enrollment	Investigate developing a Digital Badge program with Adult Ed	SLS2-SLS8, SSIP2	Workforce skill develoment for Adult Learners. Could lead to improved credit program enrollment.	Research issues, design a plan, and implement solutions	Advisory, ICT-DM Regional Deputy Sector Navigator, Administration	Faculty & Administration			District, AEBG, SWP		9/30/19
	Support & Improvement of Quality Instruction	Increase lab assistant funding	SSI3, SLS2 - SLS8	Increased student success with support for project-based learning	Budget Augmentation	Students, Advisory & Faculty	Administration	$2,000	$6,000	District	9/30/19	Ongoing
	Support & Improvement of Quality Instruction	Investigate combining Graphics & Multimedia into one Digital Media program with a Coordinator position	SLS2	Better coordination of curriculum, degrees, and shared resources	Research comparable programs in CA. Present results to administration.	Administration	Administration			District	9/30/20	
	Support & Improvement of Quality Instruction	Improve Graphic program computer and software access for students	TMP2	Increased enrollment, completions, transfers and employment	Write requests for funds to increase # of loaner laptops. Advocate for Open Lab support from administration.	Students, Advisory, & Faculty	Administration	$60,000		CTEA, SWP	9/30/19	
	Support & Improvement of Quality Instruction	qualified Media Instructional Technician. Staff needs to be adequately trained, proactive and managed by administration.	TMP2, TMP3, TMP9	Improved faculty and student success. Shared responsibility with IT in maintaining Media computer labs.	Review currency of job description, develop and implement a plan to hire and/or train qualified staff.	Students, Advisory, Faculty & Administration	Administration			District	9/30/21	
	Support & Improvement of Quality Instruction	Continue to build relationships with local employers and advisory committee members.	I1	Increased currency in program, student success and internships.	Personal contact with colleagues at universities, design studios and manufacturing facilities.	Faculty, Student & Advisory	Faculty			Stipend, District		Ongoing

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
	Support & Improvement of Quality Instruction	Maintain adequate budget allocation to support Graphic Design program	SLS2, SLS5, IR2	Supports all aspects of the Graphics program	Assist with documenting justification	Students, Faculty & Advisory	Administration		$100,000	District		Ongoing
	Support Student Success	Full-time clerical support for Fine Arts	IR1	Better support for and year round coordination of Fine Arts programs and activities.	Assist with documenting justification	Faculty & Administration	Administration			District	7/30/21	
	Support Student Success	Assist in developing SEP's for all students in the Graphics program	EMP1, SSIP1, SSIP2, SSIP5	Increased enrollment, completions, transfers and employment	Assist with documenting justification. Need support from Student Services for CTE Counselor	Administration	Faculty & Administration			Student Services, District	6/15/19	Ongoing
	Support Student Success	Hire a 2nd full-time Graphic Design faculty member when FTEF/FTES ratio reaches 14+	EMP3, IR1, SLS1-SLS8	Increased enrollment, completions, transfers and employment. Increased outreach efforts, internships and workforce partnerships.	Assist with documenting justification	Administration	Faculty & Administration		$80,000	District		
	Support Student Success	Continue to refine, evaluate and assess Student Learning Outcomes	SLS1, SLS2	Better assessment of data for curriculum and program planning and reporting.	Advocating, Elumin training and assistance for all program faculty to report on CSLO's	Administration	Faculty & Administration					Ongoing
	Institutional Research	Improved data reporting from IE to reflect accuracy in in program analysis.	G1	Better assessment of data for planning and reporting. Accuracy in reports and resource requests	Revisions to data from IE to included cross-listed and linked courses in reports to Tableau	Faculty & Administration	Administration			District		Ongoing
	Facilities	Replace stained or broken chairs and tables as needed	SLS2, SLS5, IR2	Improved facilities for student learning	Assist with documenting justification	Students & Faculty	Administration			EP, District		As needed
	Facilities	Move Graphics program into the new lecture classroom, computer lab, and print room in the new Fine Arts Complex.	FMP Capitol Project 1	improved facilities and interdisciplinary collaborations with other Fine Arts programs	Assist with planning and support as needed	Students, Faculty, Advisory & Administration	Administration			District	6/30/22	

SLO Assessments & Recommendations

EXHIBITS

ASSESSMENTS - Evidence and Reporting of Program CSLO's Assessment

Course \ Graphics Program Outcomes	Graphics Program Outcomes: Graphics Program Outcomes				
	GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.	GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.	GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.	GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.
GRPH108	1				
GRPH110	3				
GRPH111		1	1		
GRPH112		1	1		
GRPH113	1	1			
GRPH114			1	1	
GRPH115	1	1			
GRPH116			1	1	1
GRPH117		1	1		
GRPH118	1		1	1	
GRPH120	1		1	1	
GRPH127	1	2			
GRPH130		1	1	1	
GRPH160		1			
GRPH360			1	1	
GRPH361			1	1	
GRPH362			1	1	
	9	**9**	**11**	**8**	**1**

Overall by PSLO for Department: Graphics

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	72	41.86%	80	46.51%	20	11.63%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.	77	62.10%	34	27.42%	13	10.48%
GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.	145	68.40%	51	24.06%	16	7.55%
GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.	77	57.46%	47	35.07%	10	7.46%
GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.	0	0.00%	0	0.00%	0	0.00%

ALLAN HANCOCK COLLEGE

Course SLO (CSLO) to Program SLO (PSLO) to Institutional (ISLO) Mapping Form – Draft 7-7-11

Department: **Fine Arts**	Program: **Graphics**	Completed by: **Nancy Jo Ward**	**Date: Nov 20, 2012**

Please List Program SLOs (PSLOs) Here:

1. **PSLO 1**: Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
2. **PSLO 2**: Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
3. **PSLO 3**: Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.
4. **PSLO 4**: Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
5. **PSLO 5**: Produce a digital portfolio that showcases individual graphic design competencies.

Institutional Learning Outcomes (ISLOs) Here:

ISLO 1: Communication - Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
ISLO 2: Critical Thinking & Problem Solving - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
ISLO 3: Global Awareness & Cultural Competence - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.
ISLO 4: Information and Technology Literacy -Define what information is needed to solve a real-life issue then use appropriate technologies to locate, access, select and manage the information.
ISLO 5: Quantitative Literacy - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLO 6: Scientific Literacy – Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.
ISLO 7: Personal Responsibility & Development - Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Course & Title: GRPH 108	**Required for Major:** Yes										**Units:**		**Close PSLO Loop by: Fall 2011** *Estimated Semester*				
List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design. (add assessment method)	X											X					

IRP Office Use Only: Information entered by: Name:_____ Date:_____

	Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																
CSLO 1: Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware. [Evidence in the form of thumbnails, rough designs and final designs executed in the appropriate graphic format.]	x										x						
CSLO 2: Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects. [Critique and evaluation of creative solutions to specific project criteria.]		x										x					
CSLO 3: Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems. [Critique and evaluation of creative solutions to specific project criteria.]			x											x			
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Demonstrate knowledge of image acquisition, visual literacy and preparation and printing of digital images for traditional and digital publishing. [Evidence in the form of digital images that incorporate text, photography, illustrations, color and design elements with specific software and to specific publishing criteria.]			x											x			
CSLO 2: Prepare students to pursue higher educational goals and/or enter the labor force. [Evidence in the form of technical proficiency, contribution of acquired knowledge with fellow students and good working habits.]		x												x			
CSLO 3:																	
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects. [Evidence in the form of creative briefs, thumbnails and final designs executed to specific criteria.]		x									x						
CSLO 2: Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing. [Evidence in the form of digital images that incorporate text, photography, illustration, color and design elements to specific conceptual and mechanical criteria.]			x														x
CSLO 3:																	
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Effectively articulate conceptual response to visual problems and demonstrate the process of developing artwork for creative solutions to graphic problems. [Evidence in the form of thumbnails and rough designs developed into a final design to specific project criteria.]	x										x						
CSLO 2: Integrate the principles of graphic design and visual literacy with the technical skills necessary to develop projects executed in vector-based graphic software. [Critique and evaluation of creative solutions to specific projects executed in vector graphic format.]		x												x			
CSLO 3:																	
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing. [Evidence in the form of designs that incorporate text, photography, illustrations, color and design elements with vector based software and to specific publishing criteria.]			x											x			
CSLO 2: Prepare students to pursue higher educational goals and/or enter the labor force. [Evidence in the form of technical proficiency, contribution of acquired knowledge with fellow students and good working habits.]				x													x
CSLO 3:																	
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems. [Evidence in the form of digital layouts that incorporate typography and design components with specific software to specific publishing criteria.]	x										x						
CSLO 2: Apply basic graphic design business practices and effective project management skills to graphic design projects. [Evidence in the form of creative projects completed by individuals and/or groups on time to specific criteria.]		x															x
CSLO 3:																	
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Understand the purpose, requirements and methods of creating a digital portfolio. [Evidence in the form of written statements/goals, procedures/processes and technology necessary to build a portfolio to their specifications.]				X								X					
CSLO 2: Demonstrate creative and technical fluency in digitally archiving and presenting portfolio artifacts using current technologies. {[Evidence in the form of artwork that is digitized, properly formatted and presented in a style that represents the goals of the student.]			X											X			
CSLO 3: Prepare students to pursue higher educational goals and/or enter the labor force. [Portfolio is published online in the form of a website and developed into a professionally packaged pdf on a CD.]					X												X
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Develop an understanding and ability to use the vocabulary of typography. [Evidence in the dialog of critiques, quizzes, tests and written assignments.]		X										X					
CSLO 2: Demonstrate how visual, verbal messages can be shaped and presented for expressive communication. [Evidence in the creative solutions to specific projects executed in concepts and finished projects.]	X										X						
CSLO 3: Visually articulate an understanding of typographic hierarchy and its relationship to effective communication. [Evidence in the creative solutions to specific projects executed in concepts and finished projects.]			X											X			
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies. [Evidence in the form of client briefs, rough comps and skills in the technology necessary to design web pages to specific criteria.]	X										X						
CSLO 2: Prepare various media for the web utilizing effective image and search engine optimization techniques. [Evidence in the form of effective visual imagery that is optimized for web publishing.]			X											X			
CSLO 3: Demonstrate professional practices involved in web site development including the development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing. [Evidence in the form of web pages that are published online and demonstrate effective aesthetic, conceptual and technical solutions to specified criteria.]				X													X
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems. [Evidence in the form of complex digital layouts that incorporate typography and design components with specific software to specific publishing criteria.]	x											x					
CSLO 2: Evaluate and prepare complex digital files to specific reproduction criteria. [Evidence in the form of complex digital layouts that incorporate typography and design components with specific software to specific publishing criteria.]			x											x			
CSLO 3: Apply basic graphic design business practices and effective project management skills to graphic design projects. [Evidence in the form of creative projects completed by individuals and/or groups on time to specific criteria.]				x													x
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Analyze how design, culture and technology affect each other. [Assessed through activities, discussions and quizzes.]		X										X					
CSLO 2: Identify, compare and contrast significant movements in the history of graphic design. [Assessed through activities, discussions and essays.]				X							X						
CSLO 3: Apply historical design styles to solve contemporary design problems. [Assessed through discussions and presentation.]				X										X			
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Demonstrate basic familiarity with software and basic operation/competency of Mac based operating systems, file management, and network/servers commonly used in digital media production. [Evidence in the form of quizzes and management of digital projects.]	X													X			
CSLO 2: Produce innovative responses to design assignments by using creative processes in developing concepts through planning, design, execution, reflection and evaluation. [Critique and evaluation of creative solutions to specific projects executed in specified software.]		X									X						
CSLO 3: Demonstrate their ability to publish digital media using a variety of software, file formats and to successfully move digital content between different software programs. [Evidenced by creative solutions to specific projects published to specified file formats.]			X									X					
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

List Course SLOs [and assessment method] below: *Then map each CSLO to **one PSLO** and **one ISLO**. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.*	**PSLO 1**	**PSLO 2**	**PSLO 3**	**PSLO 4**	**PSLO 5**	**PSLO 6**	**PSLO 7**	**PSLO 8**	**PSLO 9**	**PSLO 10**	**ISLO 1**	**ISLO 2**	**ISLO 3**	**ISLO 4**	**ISLO 5**	**ISLO 6**	**ISLO 7**
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
CSLO 1: Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software. [Evidence in the form of highly rendered concepts demonstrating structural knowledge from various angles and developed to specific project criteria.]		X									X						
CSLO 2: Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems. [Evidence in the form of highly rendered digital models developed to specific project criteria.]			X											X			
CSLO 3: Apply basic design business practices and effective project management skills to graphic design projects. [Evidence in the form of creative projects completed by individuals and/or groups on time to specific criteria.]				X													X
CSLO 4:																	
CSLO 5:																	
CSLO 6:																	

Graphic Design Assessment Report and Plans of Action

All Graphics PSLO's and CSLO's have been assessed.

Facilities

Fall 2015 GRPH 108

The lab space is not OSHA and ADA compliant - too small for the number of students served, and this limits our ability to support students.

Fall 2016 GRPH 108

The data indicate that the improvement of the Graphics facilities by moving into the O-309 and O-308 classrooms supports student success. Larger lab and lecture spaces that are clean and well-furnished with bigger work desks, air-conditioned and a fresh coat of paint is the kind of professional environment where students feel supported and nurtured.

We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish the connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time. It also affects student's ability to print their projects and meet deadlines.

Technology

Spring 2015 GRPH 108

We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish the connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time. It also affects student's ability to print their projects and meet deadlines.

Spring 2015 GRPH 114

Students who failed to meet the outcome had difficulty with craftsmanship and cutting mats and presenting final projects.

A professional mat board cutter was installed in the classroom for students to learn to use for portfolio quality presentation of their finished projects.

Spring 2015 GRPH 116

Access to web hosting is mandatory for this course for students to build their digital portfolios, upload and test their web projects. Currently, the hosting service off-site at the expense of the instructor. Having a reliable network connection is necessary for student access to the hosting server. Also, have a student worker employed to assist in the lab is vital to student success.

All computer graphics lab courses need consistent and reliable access to the network.

Server storage space for hosting student web projects that can be accessed on and off campus. Storage space on a hosting server for student websites.

Spring 2015 GRPH 120

Almost 90% of students met or exceeded SLO #1. 75% of students met or exceeded SLO #2, and only 62.5% of

students met or exceeded SLO #3.

Too high of a percentage of students failed to meet SLO #2 and 3. This course is linked with GRPH 115, so both beginning and advanced students are taught at the same time.

Replace aging printers so students can learn on equipment currently used in the print shops in town and be better prepared to get jobs. Revised the course to increase the total time in class so that students have more time to learn the complexities of advanced design for print and to demonstrate stronger skill sets.

Replace the Xerox color laser printer with a Canon digital press. This printer is past the obsolescence policy at AHC.

Spring 2015 GRPH 360

All students met or exceeded outcomes for this course.

The move to a larger, cleaner, professional-looking computer lab was a huge improvement. Students felt nurtured and supported. This course supports all graphics and multimedia students who need expanded access to Apple computers and Adobe software.

Current versions of Adobe Creative Suite of software license need to be installed on all computers in the lab and are used by students in both graphics and multimedia courses.

Fall 2015 GRPH 111

Many students who failed this outcome stopped attending class because computers were dropped from the network on a daily basis.

Fall 2015 GRPH 112

Communicate with at-risk students before it is too late. Offer to meet with them before or after class to have a one-on-one training session.

All student and faculty teaching computer stations were replaced and installed fall 2015. This upgrade in technology considerably impacted student success in this course. Working on faster stations that have more memory is imperative in this course where the files and large and processor speed is critical to creativity.

Replace 29 iMac computers with new Apple computers that have at least 8gb of RAM and fast video cards.

Fall 2015 GRPH 117

All of the students in this course exceeded standards on SLO #3. This SLO was measured through a creative response, expertise in printing their work to the large format printer and craftsmanship in the poster design and presentation. 80 % of students exceeded or met the outcome on SLO #1.

No students failed to meet the outcome of SLO #3. Despite having a thorough review before this vocabulary quiz, almost 20 % of the students failed to meet the outcome on SLO #1. It is apparent that some students did not study or read the textbook.

Replace the 17" Epson wide format inkjet printer in 2018-19. The ACH obsolescence policy is five years for technology.

Fall 2015 GRPH 118

A small percentage of students failed to meet course learning outcomes. Some students were frustrated with the lack of a reliable network connection in the lab.

On-campus web hosting/server storage space for students to store their web projects. Web design students need hosting service to upload and test their web site projects.

Students need to upload and test their websites from different computers and various browsers. There is no on-

campus web hosting storage for student web projects. Off-site web hosting is purchase by the instructor annually.

Fall 2015 GRPH 360

All students met or exceeded outcomes for this course

Adobe software configured to allow for regular updates in the Graphics lab. Faculty and the Instructional Technician need to be able to install software updates as needed. We have issues with getting our software updated. The dedicated Mac IT staff is busy and not always available. The software is configured in such a way that faculty and the Instructional Assistant for our area are not able to install the updates. The issue is that students who work at home may have projects created with more current versions that are not compatible with the version in our computer labs. Our inability to update our lab software causes problems and students are not able to access their projects on computers in the lab.

Spring 2016 GRPH 108

These computers are past the 5-year obsolescence policy. There is a need to replace all computers in the Graphics lab with faster iMacs that have more memory and a high-speed video card. They crash on a regular basis and affect student's ability to complete work on time.

Spring 2016 GRPH 108

Through a CTE grant award, ten MacBook Pro laptops that are configured with the current Adobe software were added to the technology available in the Graphics lab. Students were able to check these out for up to a week at a time to continue working on design projects at home. Also purchased with this grant award were 22 13" Cintiq interactive displays that are portable and can be connected to computers in the lab and checked out for students to take home for up to a week so they can build skills with this industry standard technology. These additions to our computer lab not only serves our economically disadvantaged students well but serves all students and directly impacts their success in this course.

Spring 2016 GRPH 111

We have had issues with computers crashing and an unreliable network connection. These computers are past the 5-year obsolescence policy. There is a need to replace all computers in the Graphics lab with faster iMacs that have more memory and a high-speed video card. They crash on a regular basis and affect student's ability to complete work on time.

Spring 2016 GRPH 113

A new Data Projector was purchased that helped projecting with higher resolution images since the new classroom is set up in a way that some students sit further away from the projection screen.

Replace the Epson Home Cinema High-Resolution Data Projector in 2020. This resource is necessary for students to see the menus and commands when demonstrating software processes and when lecturing.

Spring 2016 GRPH 114

Students who failed to meet the outcomes felt frustrated about the steep learning curve on the software taught.

Funding for student workers to assist learning the software in the lab makes a visible difference in student success.

Adequate funding is needed for Student Workers. Student workers assist in the lab and support student learning and build skills for the student workers to get employed.

Spring 2016 GRPH 130

Most students met or exceeded the course SLO's.

Learning 3D software is difficult for some of our students who are not as tech-minded. Efforts have been made to break down and explain the interface better have handouts on the terminology early in the semester. Students should

all have an opportunity to print their projects, but the 3D printers take hours to print. Adding another printer to the computer lab would help.

Replace the powder-based 3D printer. Purchase a high resolution, filament-based 3D printer that has a larger print bed.

Fall 2016 GRPH 111

Through a CTE grant award, all student computers in the lab were replaced with new iMacs that had more memory and faster video cards. They were configured with the current Adobe software and peripheral equipment drivers. New computers have made a big improvement on student success.

Replace student and teaching station computers in 5 years. The college technology obsolescence policy is five years. We will need to replace these stations with the industry standard computers at that time.

Fall 2016 GRPH 117

All students met or exceeded the outcomes for SLO #1, SLO #2 and SLO #3.

The creative projects in SLO #2 and #3 indicated that students effectively utilized the lab technology: computers, scanners, and printers. They also demonstrated technology skills required in the graphics industry, despite the age of the printers.

Replace the Xerox color laser printers in 2017. Both of these printers are past the AHC obsolescence policy of 5 years.

Spring 2016 GRPH 360

Most students met or exceeded course outcomes.

22% of students failed CSLO #3. This result may have been due to updates needed for the lab software and the problems with a reliable network connection. Students get frustrated and are not motivated to complete projects when there are issues with technology in the computer lab.

Adobe software needs to be configured in a way that allows for faculty and the Instructional Technician to install updates regularly. The network connection needs to be reliable for access to the internet for research on projects, access to the graphics server and access to printers in the lab.

Spring 2016 GRPH 361

All students met or exceeded expectations of course outcomes.

It would be helpful if faculty and the Instructional Technician for our area could update software independently of the Mac IT staff who are not always available when you need them.

Spring 2016 GRPH 362

All students exceeded expectations in outcomes measured in this course.

It would be helpful if faculty and the Instructional Technician for our area could update software independently of the Mac IT staff who are not always available when you need them. Adobe software configured to allow for regular updates in the Graphics lab. Faculty and the Instructional Technician need to be able to install software updates as needed.

Spring 2017 GRPH 112

The data indicates that students met or exceeded the outcomes for this course. Students appreciate the availability of the Wacom technology in the classroom to develop their projects.

Better communication with students who indicate they are at risk of failing. Find out whether the problem is personal, pedagogical or an issue with the technology.

Students need reliable access to the network for both internet access and server access. When that fails, they have to quit programs and restart their computers. This is a waste of time, and students get frustrated.

To maintain progress, we need to replace Wacom tablets as they break or need to be replaced. We have six 22" Cintiq Interactive displays that will need to be replaced within three years and 22 13" portable interactive displays that will need to be replaced in 5 years.

Spring 2017 GRPH 114

The technology added to the lab was 22 13" Cintiq Interactive Monitors that are portable and can be connected to student stations or checked out in a lending program for a week.

Replace the twenty-two 13" Cintiq Interactive Portable Displays in 2022.

These interactive displays allow students to draw on the monitor with pens which is a much more intuitive and natural way to learn to draw digitally.

These Cintiq's were purchased with a CTE grant award. We will continue to apply for grant funding to maintain a lab that is current with industry standard graphic design and illustration technology so that students are prepared to transfer to universities an/or build skills to enter the workforce.

Spring 2017 GRPH 130

Most students met or exceeded the course SLO's.

Several students failed to meet the outcomes because of poor attendance and fell behind. Tutorials were recommended for students to watch outside of class. Students were encouraged to enroll in the Graphics Friday Open Lab where they could be logged into faculty accounts with Lynda.com to watch training videos on Maya.

Student access to Lynda.com accounts for expanded learning opportunities in addition to face-to-face training on this complicated software.

Consider writing grant for five student subscriptions to Lynda.com for access to software training videos. These subscriptions could be checked out like a library book, and students can have access to expanded learning opportunities.

Faculty

Spring 2015 GRPH 115

Almost 30% failed to meet this outcome.

The weakness indicates that there is a problem with the way this learning outcome is being taught. The part-time faculty who teaches this course consistently has issues with students staying engaged with the course material. Resources needed are in the form of an SGID evaluation of the faculty or a change to the part-time faculty contract to remove seniority.

SGID evaluation of Part-Time Faculty is needed (Other Resources). Current part-time faculty evaluations only allow for observations and student surveys. Having an SGID evaluation performed after the mid-term could help the faculty learn how to improve their teaching.

Fall 2015 GRPH 110

Almost 10% of students have failed this outcome.

Students would be better supported if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority.

The 10% failure on this outcome is not a good result in a course that is a feeder to this program. It may be necessary offer this course to a different current part-time faculty member to get better outcomes.

Spring 2016 GRPH 115

The students who failed to meet the outcomes for this course complained about the instructor being unapproachable and failing to create a supportive, respectful learning environment as well as not enough time to accomplish assignments to the best of their ability.

Evaluations are vital to helping faculty improve their soft and hard skills. This faculty member is bright and very knowledgeable about the course material but needs to have regular evaluations. If there was an opportunity for an intervention of some kind where they could be coached/mentored on how to develop soft skills in the classroom, it might help. The course may need to be revised to add more lab time. Lastly, a student worker is vital in this course to assist the students who need more one-on-one help to learn the software.

Regular Part-time Faculty evaluations – Other Resources

Funds for Student Workers - Student workers as lab assistants are needed for this course to help student learning.

Fall 2016 GRPH 110

Anything over a 10% failure rate indicates there is a problem with students engaging in this course, the material and/or the instructor.

It appears that the current instructor has changed and complicated the curriculum to the detriment of the students who are interested in this program.

Several complaints have been made directly to full-time faculty, staff, and student workers. A different faculty member should be teaching this course, but the current part-time faculty contract has a seniority provision that prevents this.

Spring 2017 GRPH 110

It appears that the current instructor has changed and complicated the curriculum to the detriment of the students who are interested in this program. Several complaints have been made directly to full-time faculty, staff, and student workers. An off-cycle evaluation was requested, but nothing happened. Students would be better supported if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority.

The limits to assigning part-time faculty to specific classes as specified in Article 12 in the current part-time faculty contract does not serve students.

Spring 2017 GRPH 115

Students who failed to meet the outcomes complained about the level of coursework and ability to communicate with the instructor. These complaints have been made by students to staff, faculty, student workers. HR was notified and asked to implement an off-cycle evaluation, specifically an SGID, but nothing happened.

Hopefully, the Part-Time Faculty contract will be revised to remove seniority and another faculty member can be offered this course. If there is not a change made by the instructor to nurture and support students we will continue to have problems with this assessment. Another request is to revise the course to add more time to accomplish the work assigned.

Support from administration to change the seniority provision in the part-time faculty contract and have regular evaluations, including SGID's. An intervention is needed to help part-time faculty be more effective instructors.

Professional Development / Faculty Mentorship / Training – Other Resources

Staffing

Spring 2016 GRPH 116

Students who failed to meet the outcomes were frustrated by the lack of a reliable network connection.

We have continued to pursue a solution to getting dropped by the network through requests and work orders to IT. Additional IT staff trained to support/install systems and software on Mac computers.

Hire additional IT staff that are experts in supporting Mac labs and their network needs.

Fall 2016 GRPH 118

All students met or exceeded SLO #1 and #2. Most students met or exceeded SLO #3.

One student failed to meet SLO #3. Many students were frustrated with the unreliable network connection in our computer lab that required them to quit all programs and restart the computers daily. This problem impacted the pace of learning, the ability to apply newly acquired skills and immediately see the results.

Communication about the problem was regularly made to our dedicated Mac IT professional. Students were encouraged to enroll in the Friday Open Lab to have additional time to complete projects.

Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required.

Spring 2017 GRPH 116

Students who failed to meet the outcomes for this course had difficulties due to learning disabilities and did not attend class regularly.

Communicate with students early in the semester to determine what additional student services they might need. Recommend that students enroll in the Graphics Friday Open Lab to have more time and resources to finish their projects.

Support Graphics Open Labs staffed by part-time faculty. Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required.

Currently, the Multimedia, Animation, and Graphics Computer Open Labs are taught all at the same time to be more efficient. There seems to be a lack of understanding by the administration as to the complexity and quantity of skills/knowledge required by a part-time faculty member to be proficient in the many software programs used in all of these courses.

Spring 2017 GRPH 120

All of the students met or exceeded the SLO's for this course.

Students need more time to get a deeper understanding of the material taught and demonstrate best practices in design for publishing. Encourage students to enroll in the Graphics Friday Open Lab to have more time to complete projects.

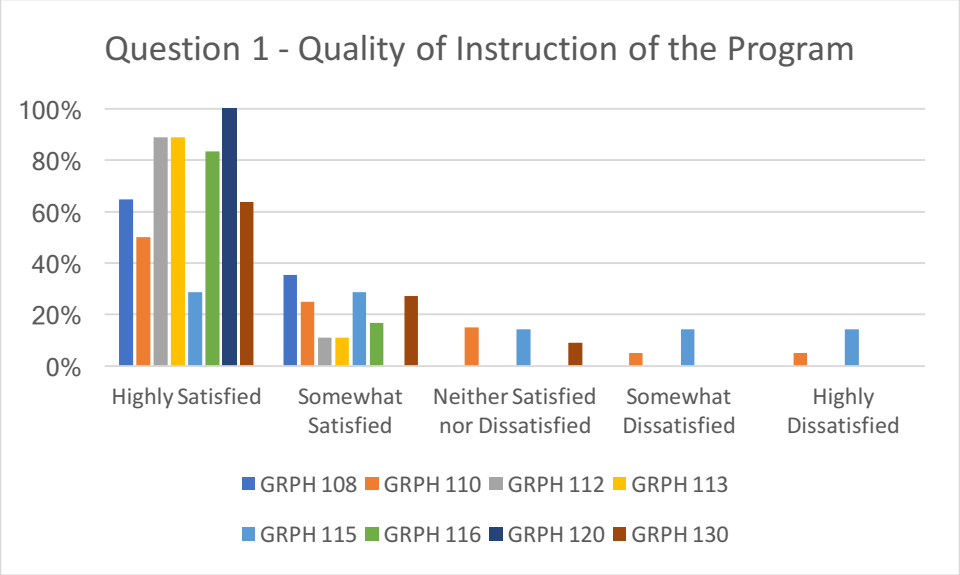
Revise the course to make it one more hour longer. Support from administration to maintain the Friday Open Labs with the minimum enrollment required.

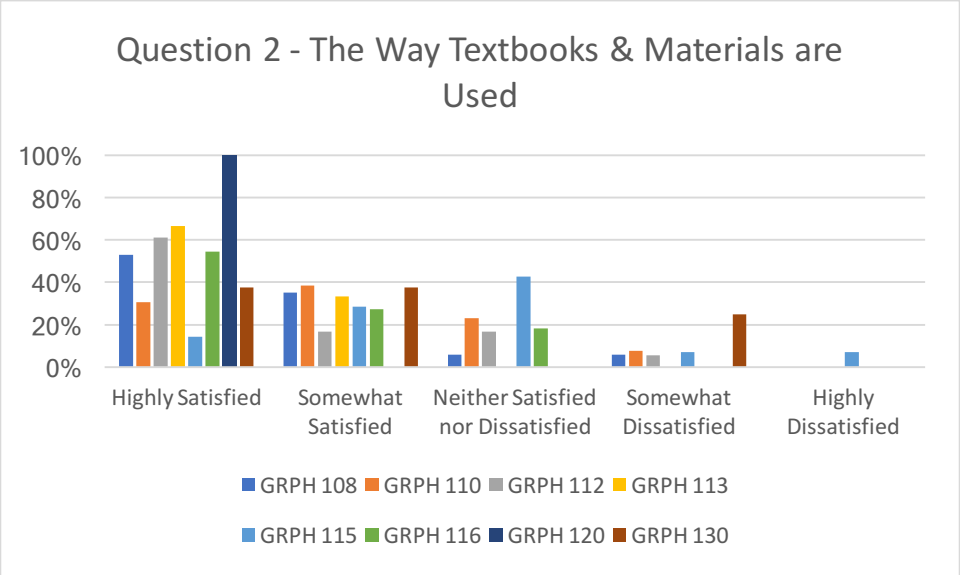
Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required.

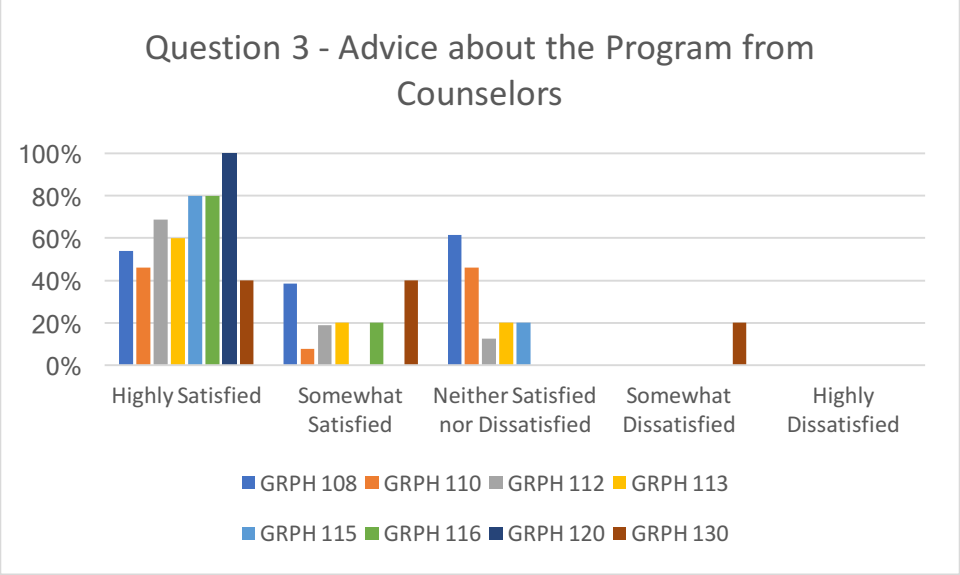
Currently, the Multimedia, Animation, and Graphics Computer Open Labs are taught all at the same time to be more efficient. There seems to be a lack of understanding by the administration as to the complexity and quantity of skills/knowledge required by a part-time faculty member to be proficient in the many software programs used in all of these courses.

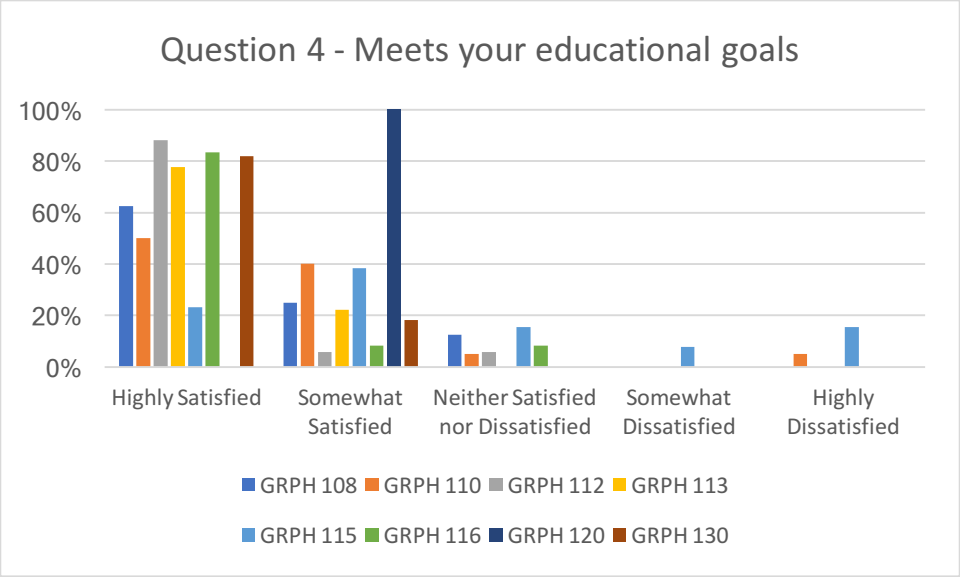
2016-2017
Student Survey Summaries

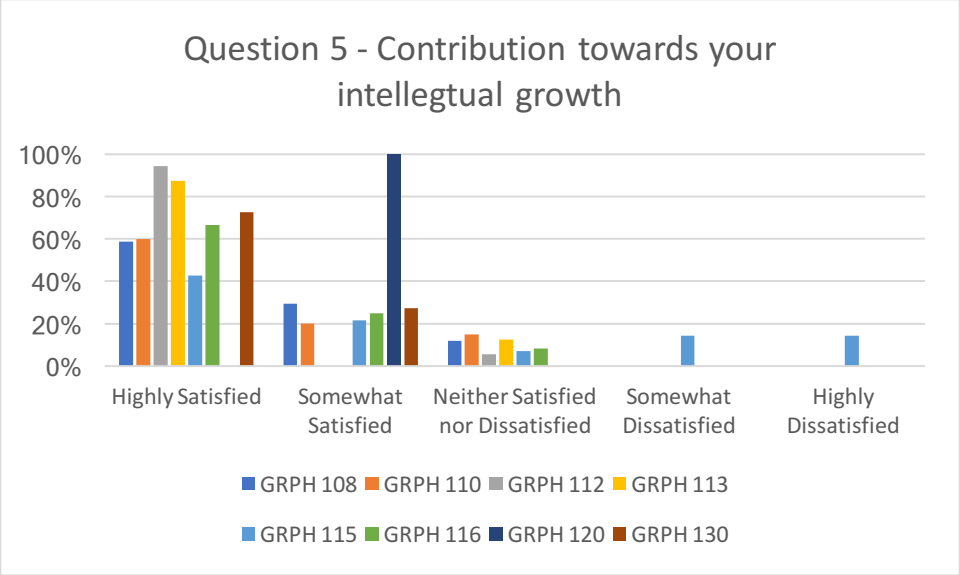
Graphs of Spring 2017 Student Survey Results

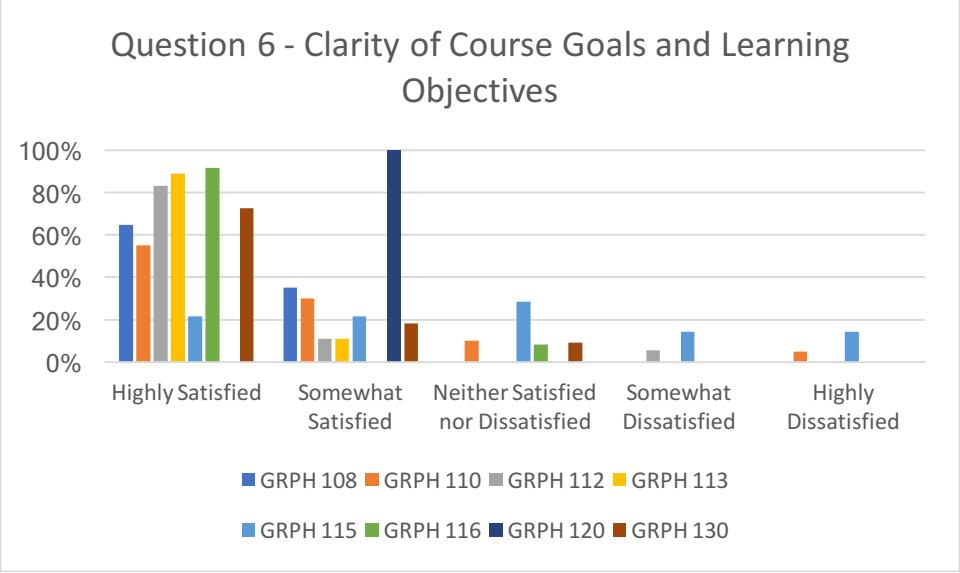


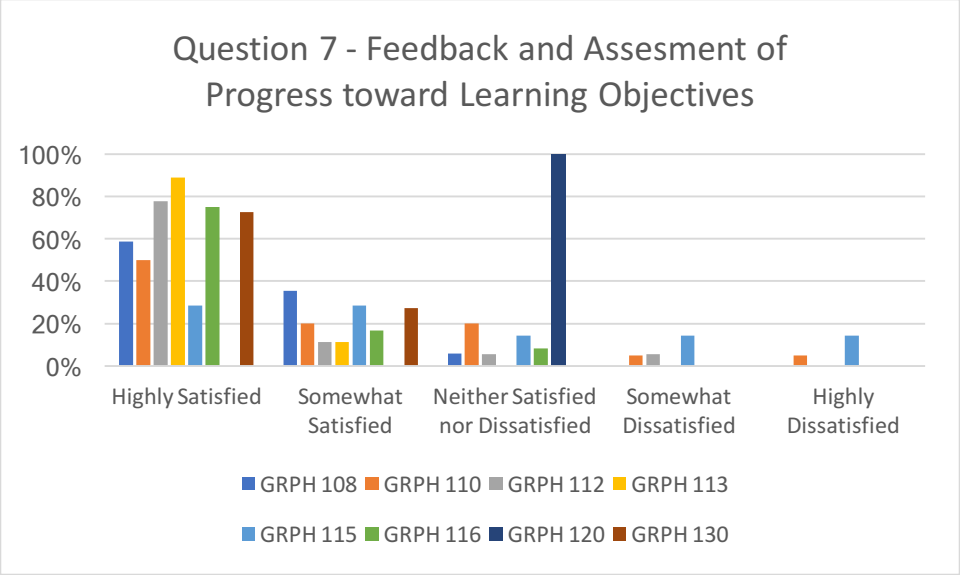


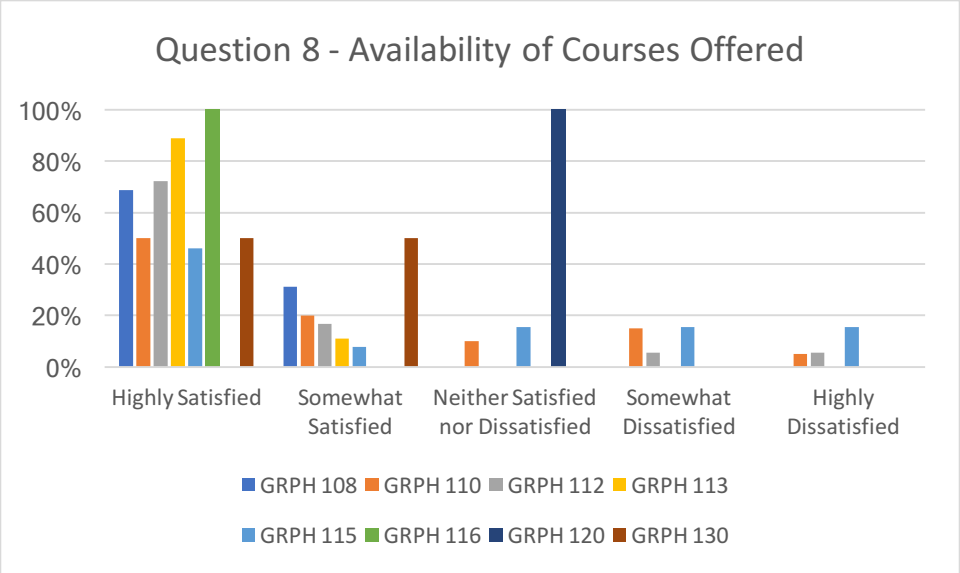


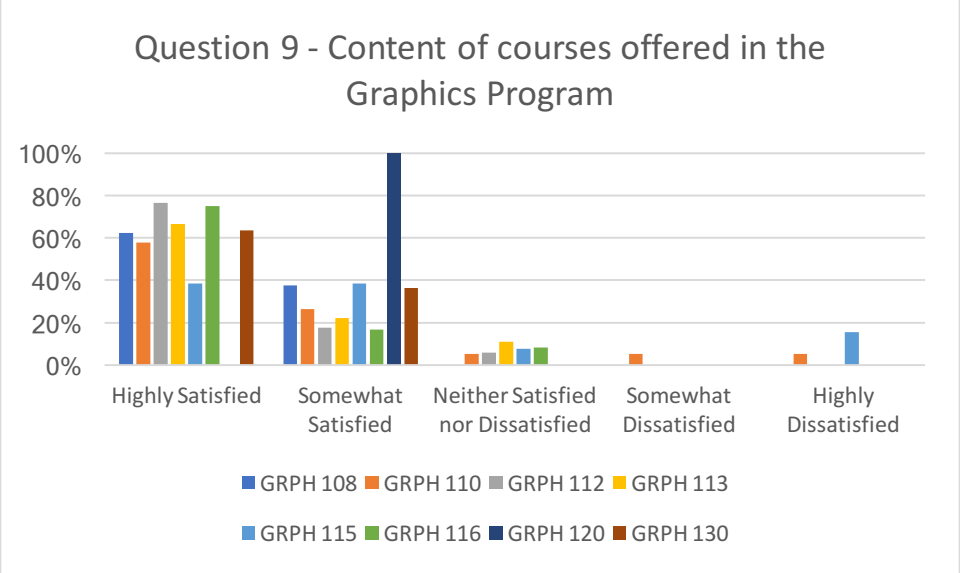

Question 4 - Meets your educational goals
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

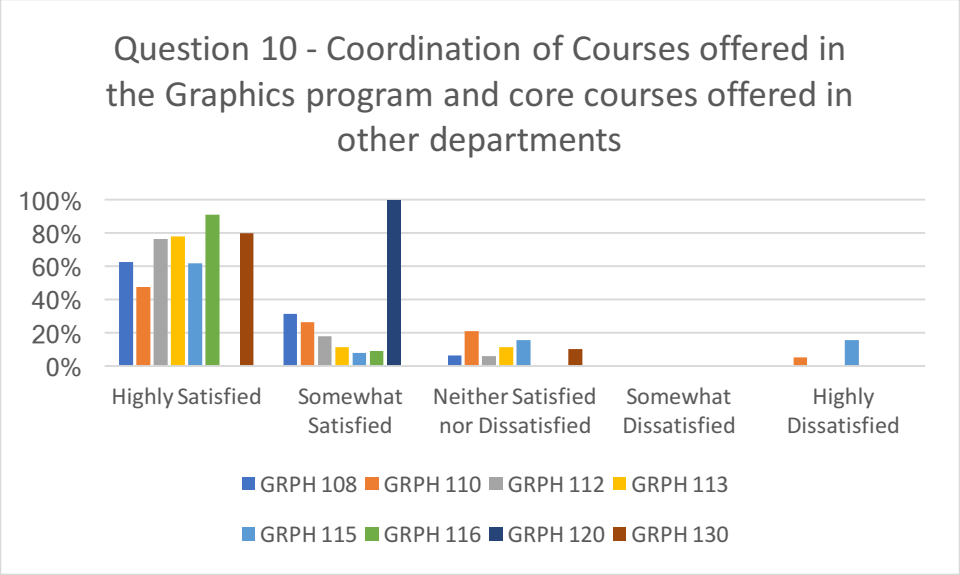

Question 5 - Contribution towards your intellegtual growth
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

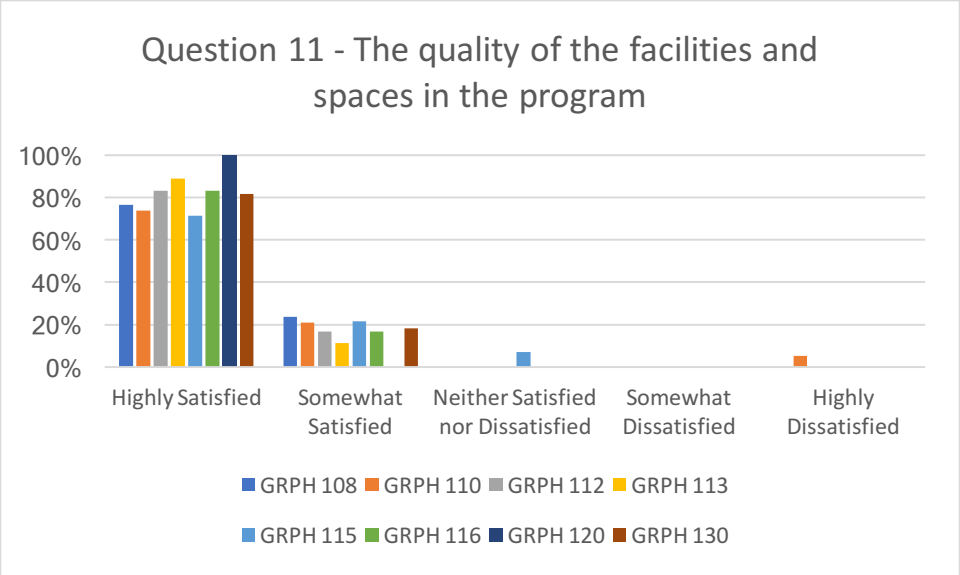

Question 6 - Clarity of Course Goals and Learning Objectives
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

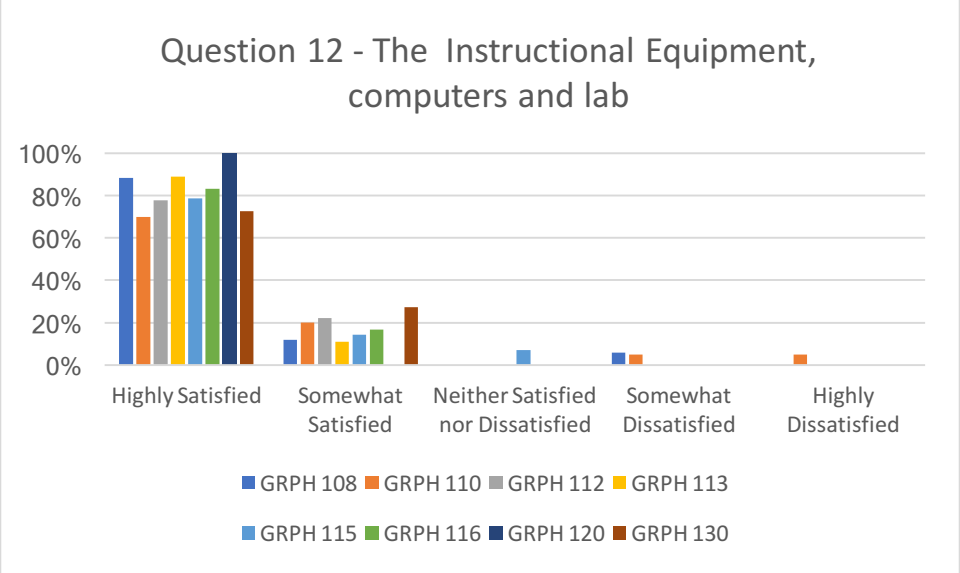

Question 7 - Feedback and Assesment of Progress toward Learning Objectives
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

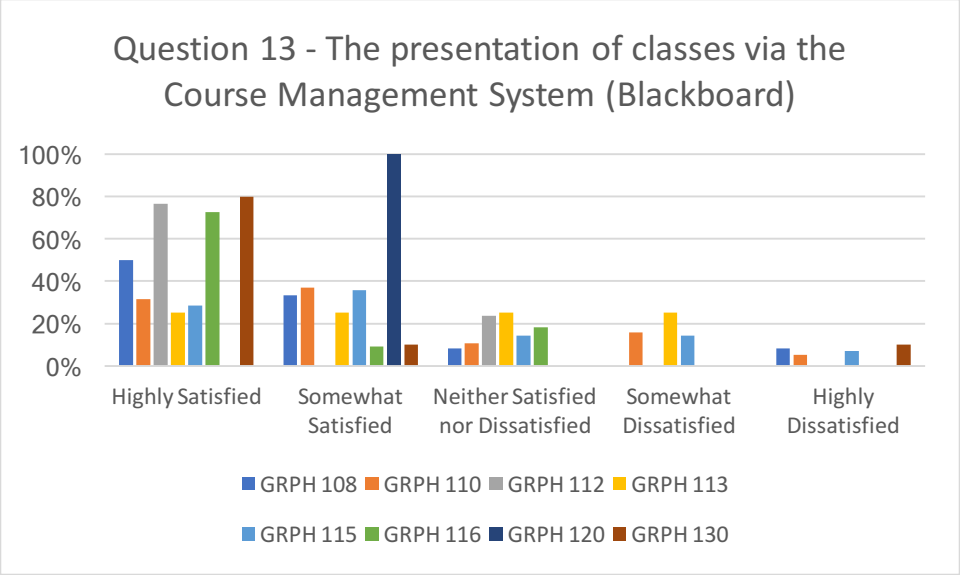

Question 8 - Availability of Courses Offered
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

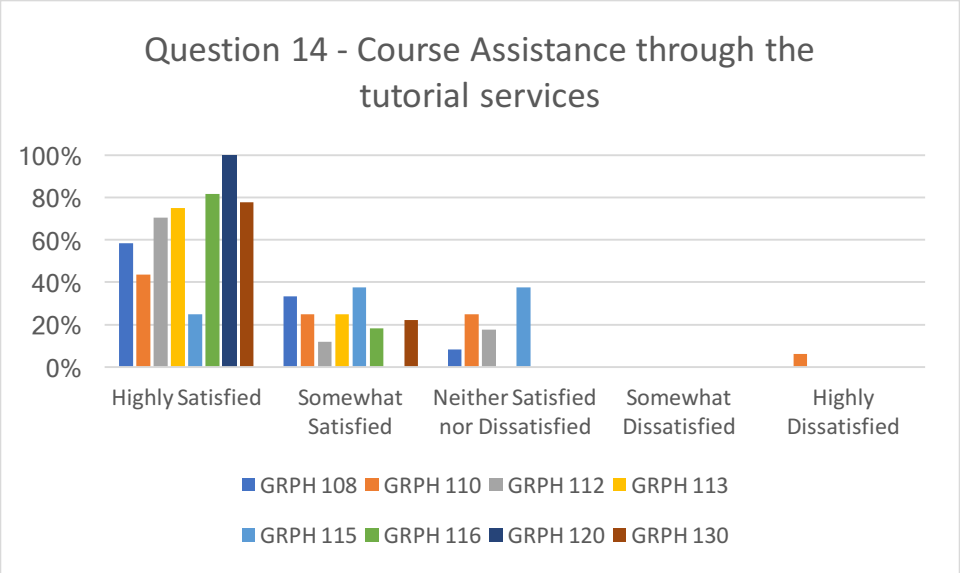

Question 9 - Content of courses offered in the Graphics Program
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

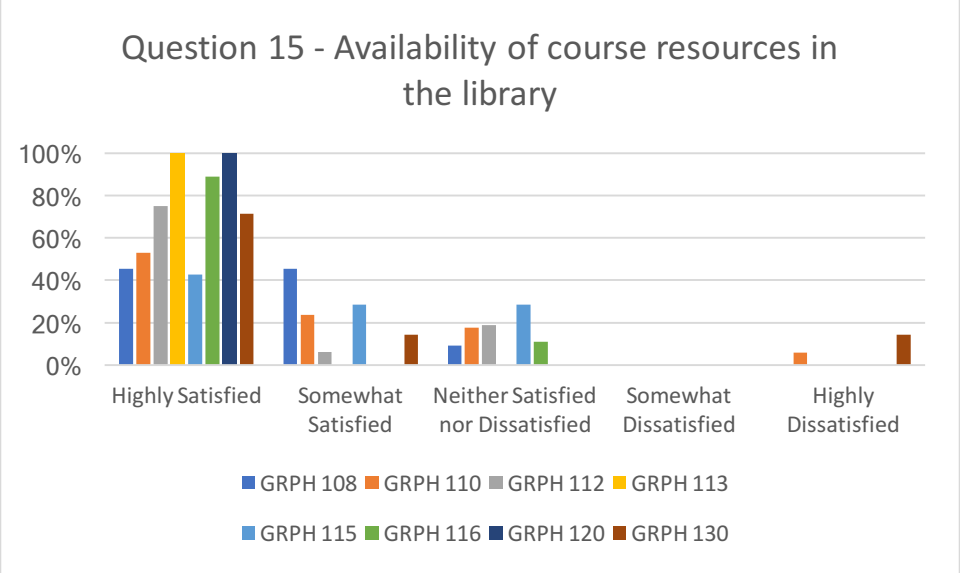

Question 10 - Coordination of Courses offered in the Graphics program and core courses offered in other departments
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

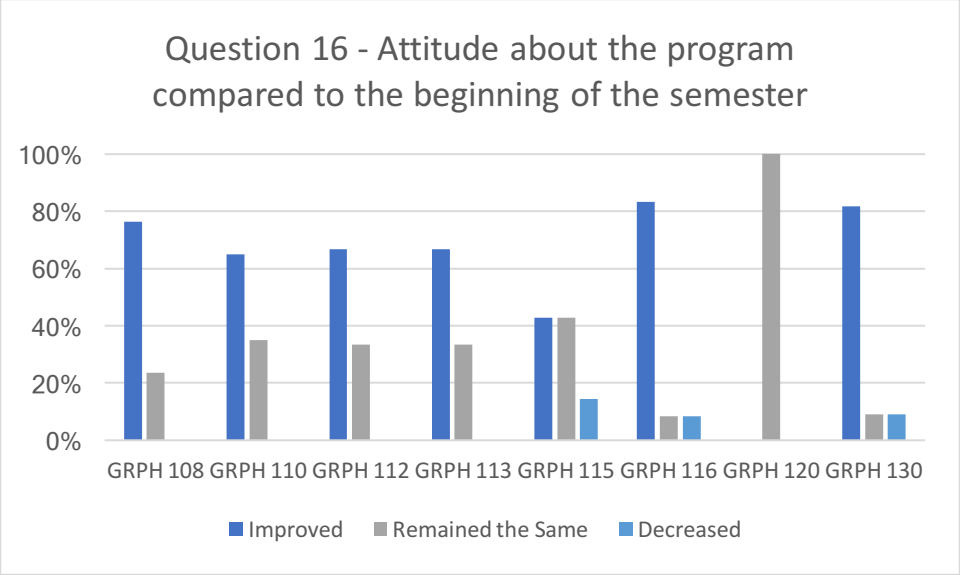

Question 11 - The quality of the facilities and spaces in the program
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

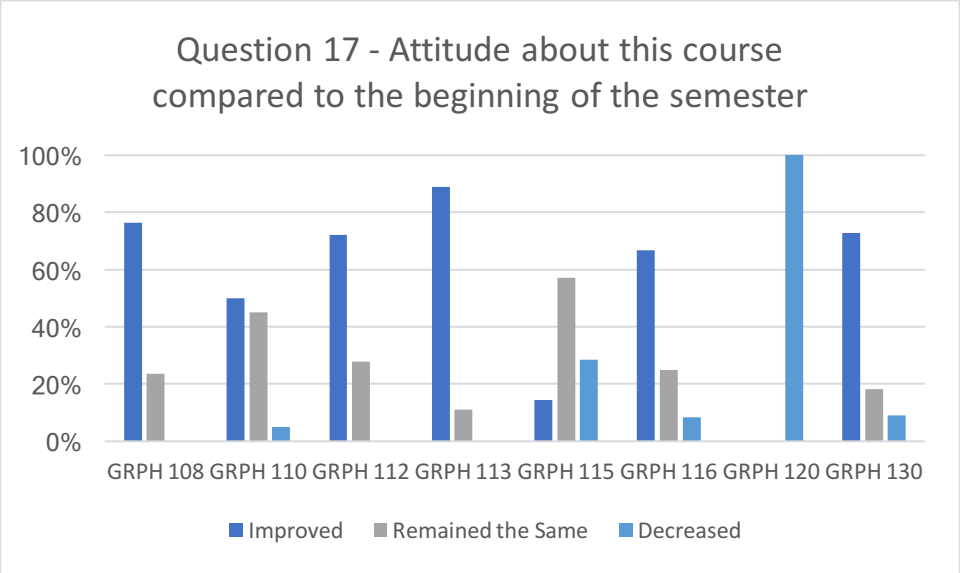

Question 12 - The Instructional Equipment, computers and lab
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

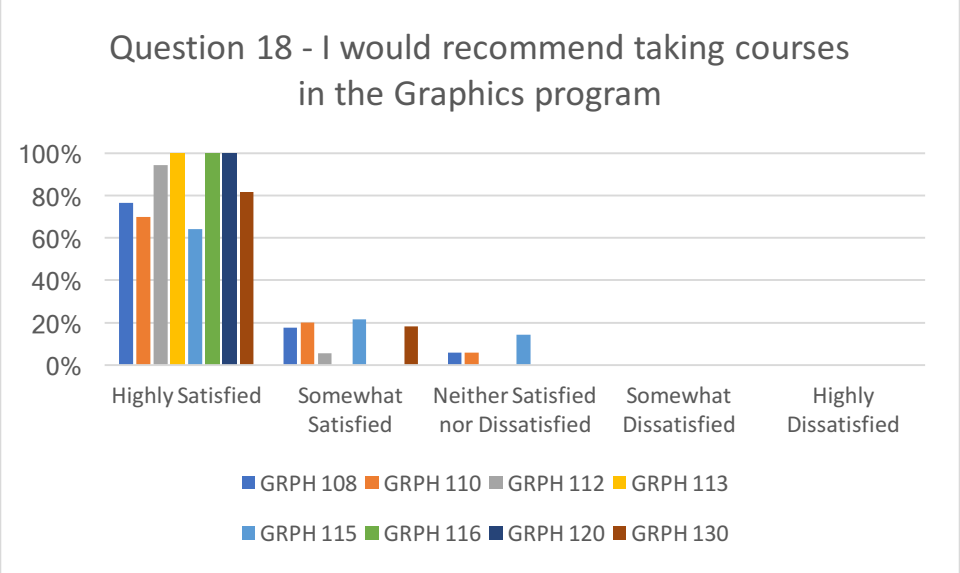

Question 13 - The presentation of classes via the Course Management System (Blackboard)
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130


Question 14 - Course Assistance through the tutorial services
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

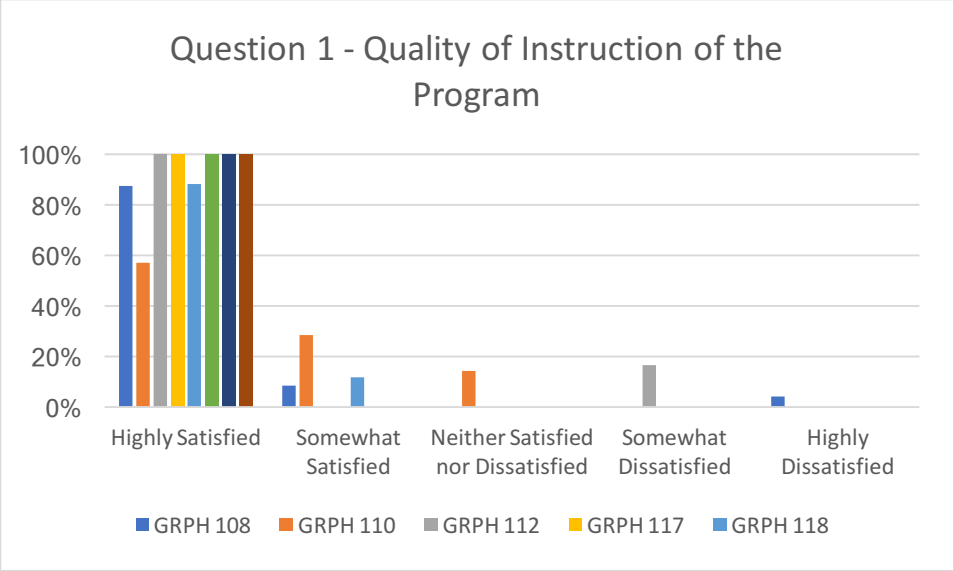

Question 15 - Availability of course resources in the library
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

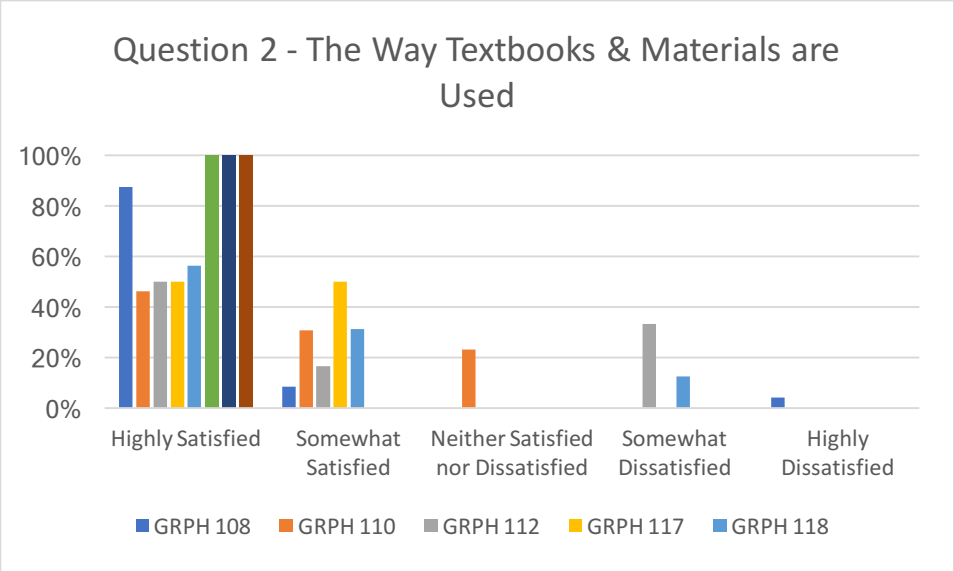

Question 16 - Attitude about the program compared to the beginning of the semester
100%
80%
60%
40%
20%
0%
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130
Improved
Remained the Same
Decreased

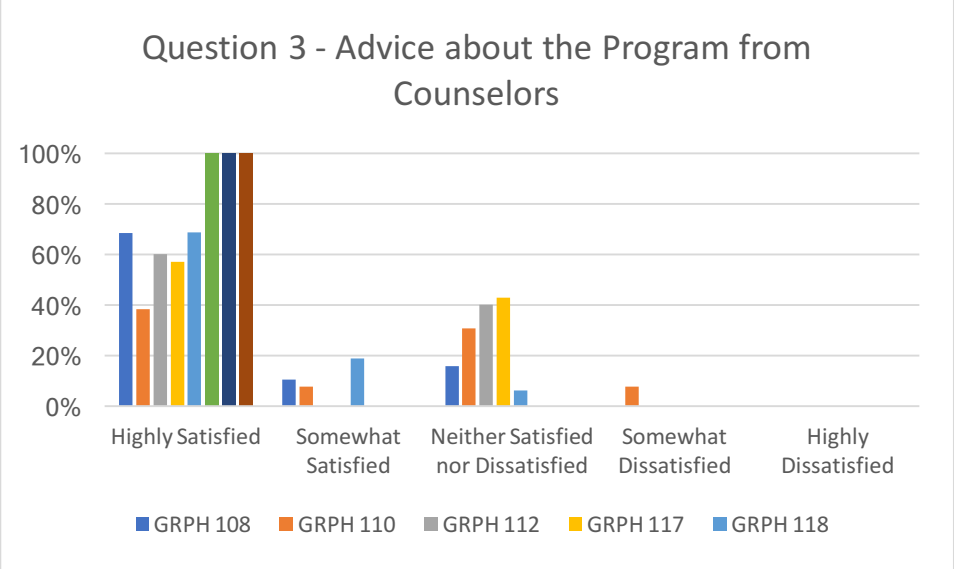

Question 17 - Attitude about this course compared to the beginning of the semester
100%
80%
60%
40%
20%
0%
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130
Improved
Remained the Same
Decreased

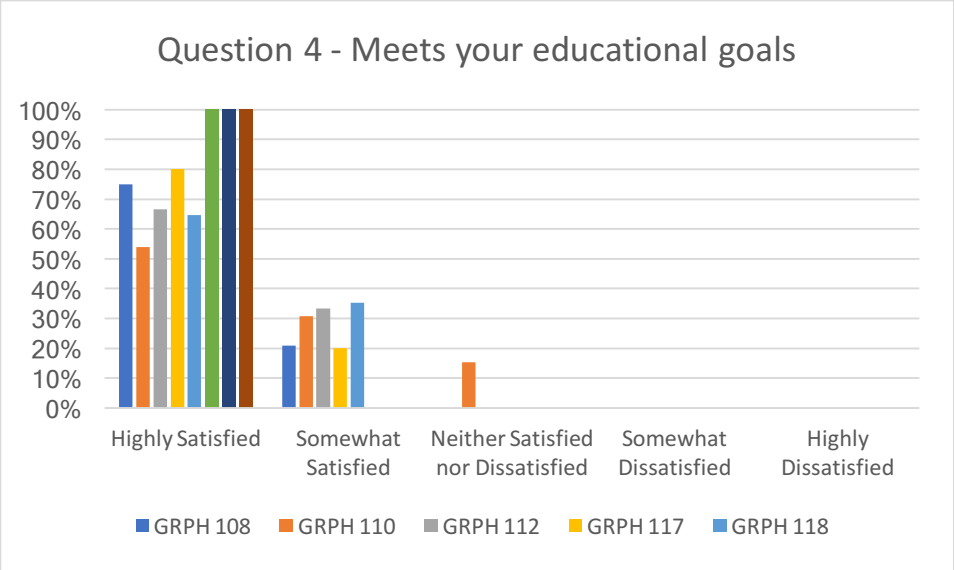

Question 18 - I would recommend taking courses in the Graphics program
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 113
GRPH 115
GRPH 116
GRPH 120
GRPH 130

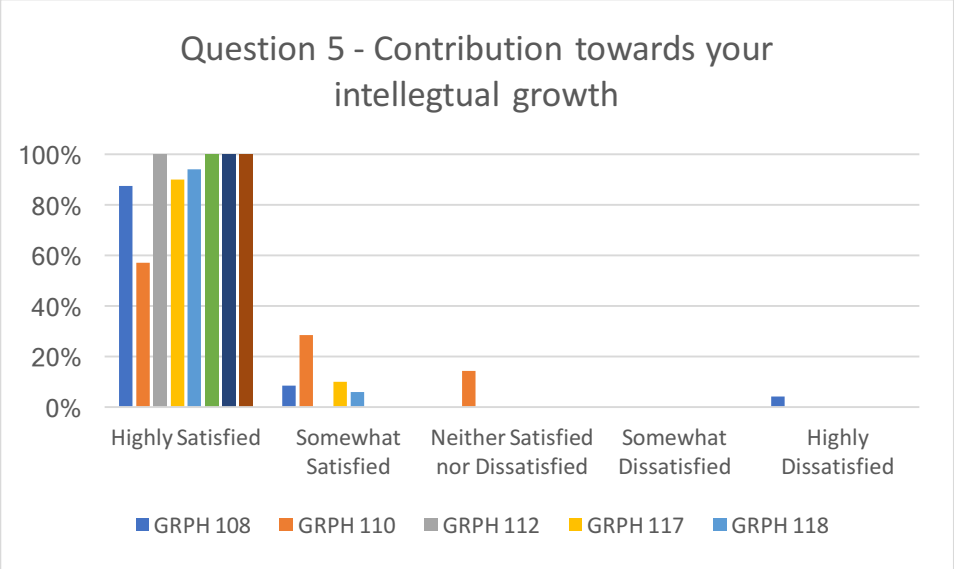
Graphs of Fall 2016 Student Survey Results

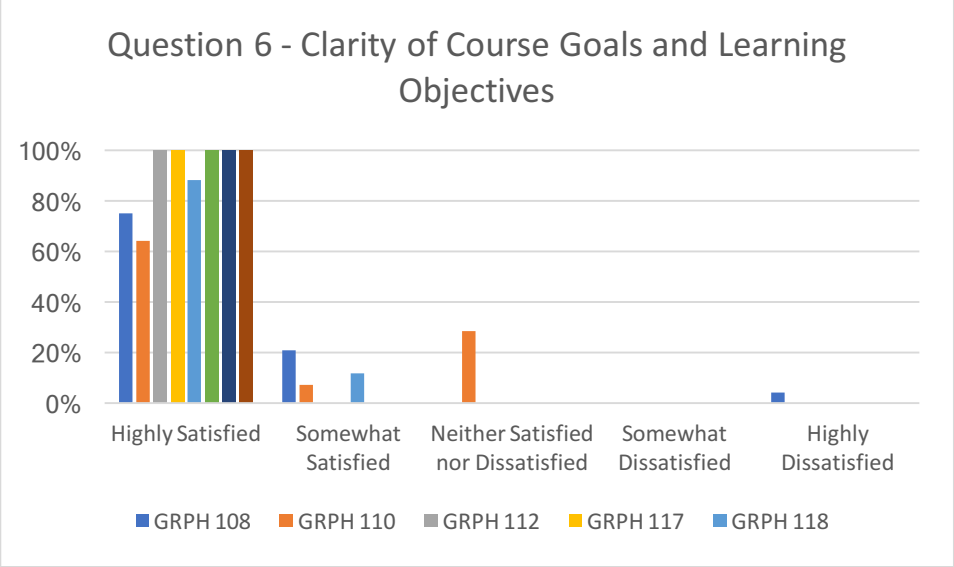


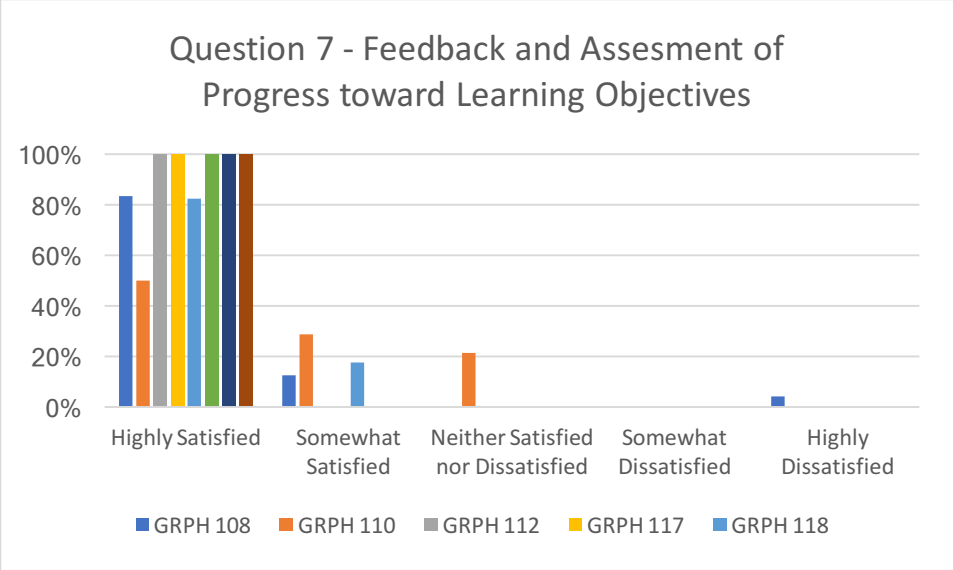


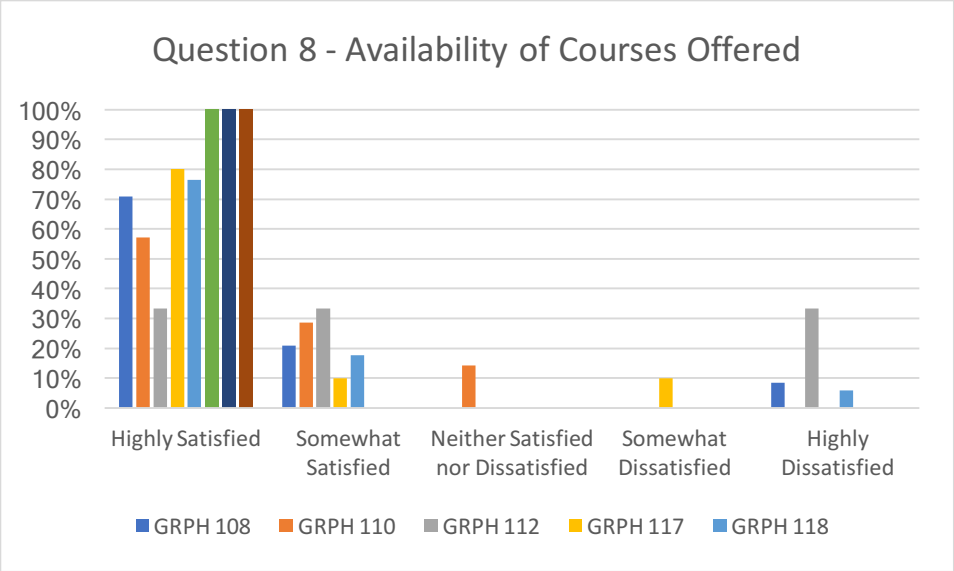


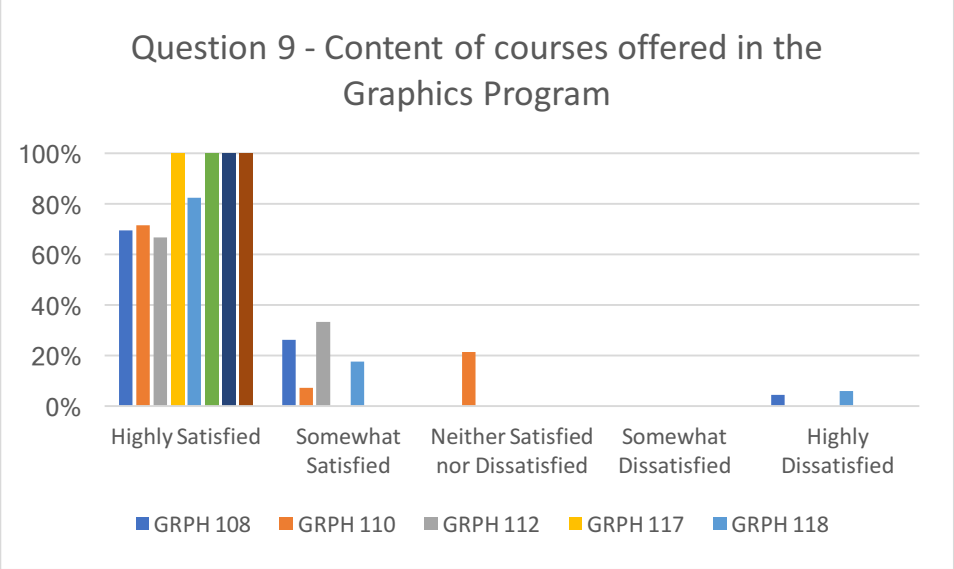

Question 4 - Meets your educational goals
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

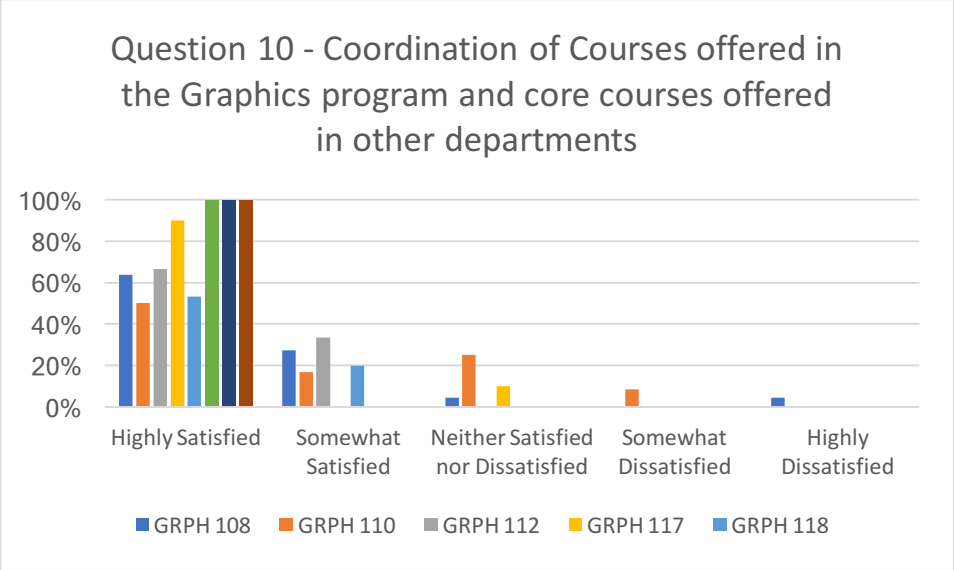

Question 5 - Contribution towards your intellegtual growth
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

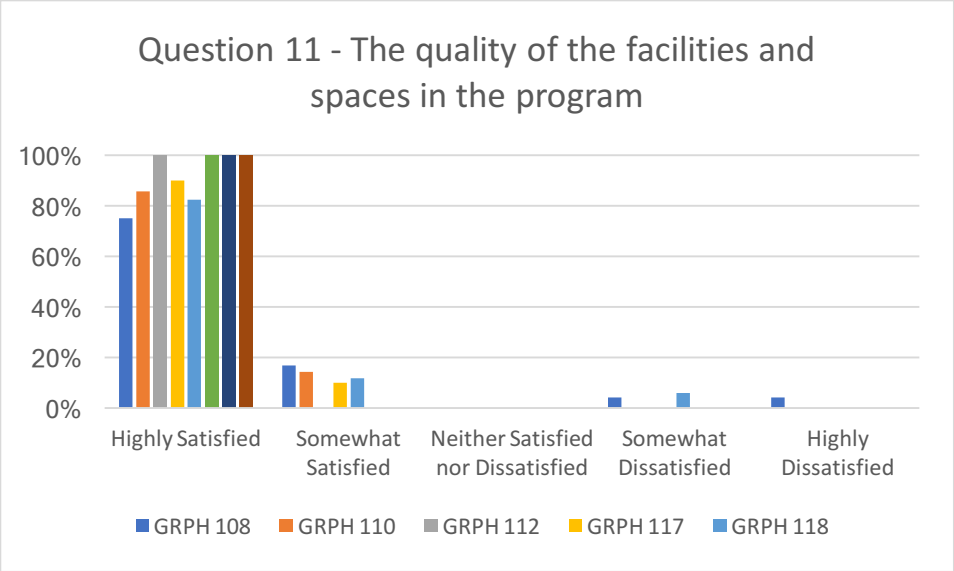

Question 6 - Clarity of Course Goals and Learning Objectives
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

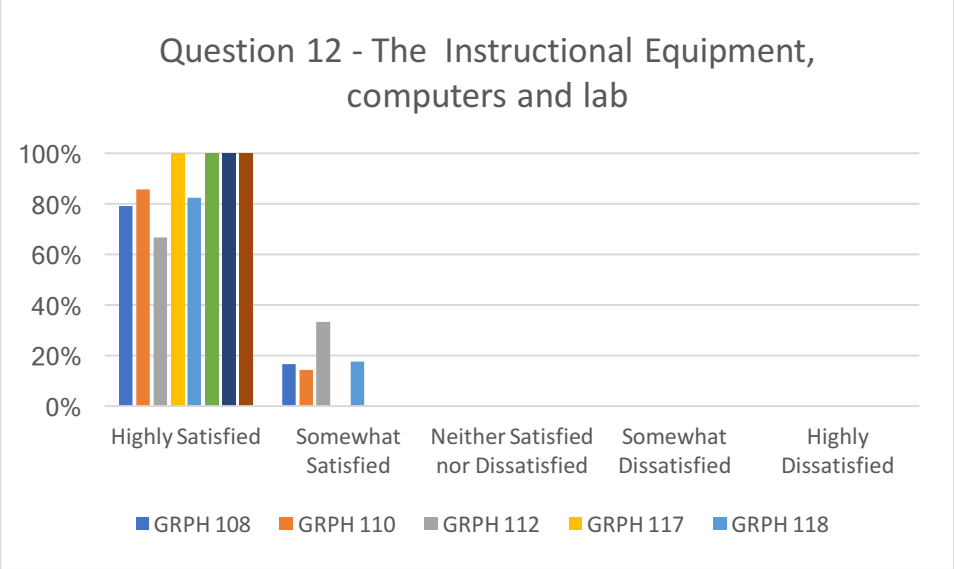

Question 7 - Feedback and Assesment of Progress toward Learning Objectives
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

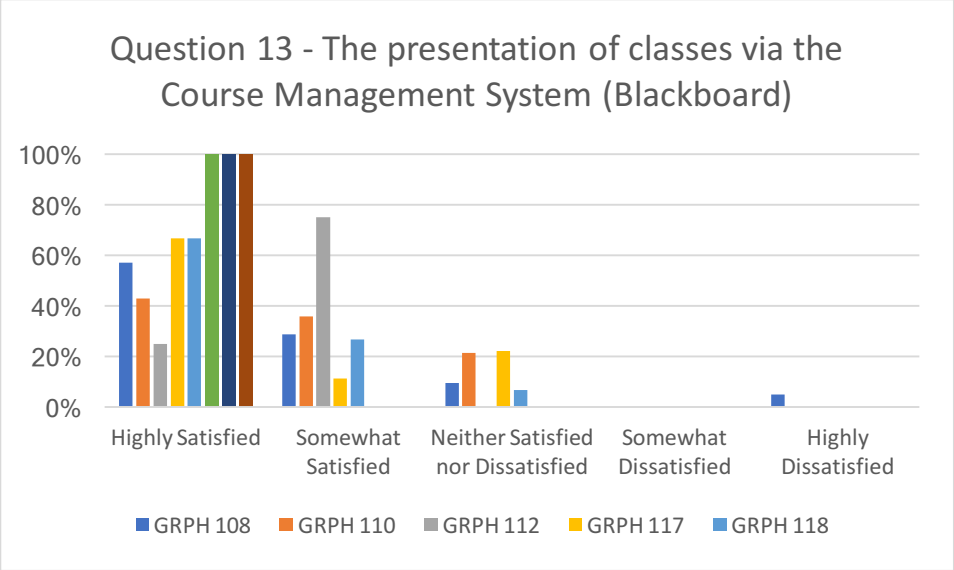

Question 8 - Availability of Courses Offered
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

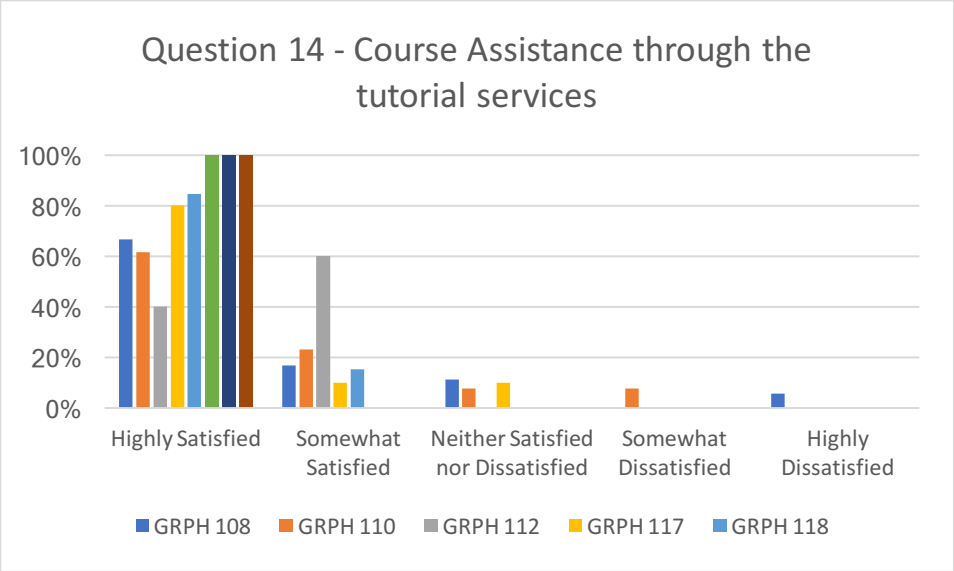

Question 9 - Content of courses offered in the Graphics Program
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

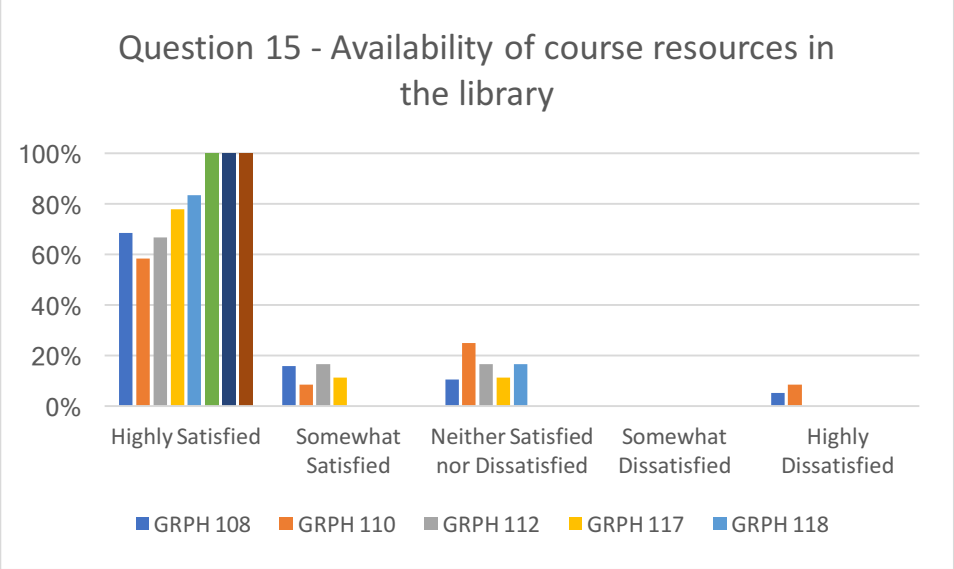

Question 10 - Coordination of Courses offered in the Graphics program and core courses offered in other departments
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

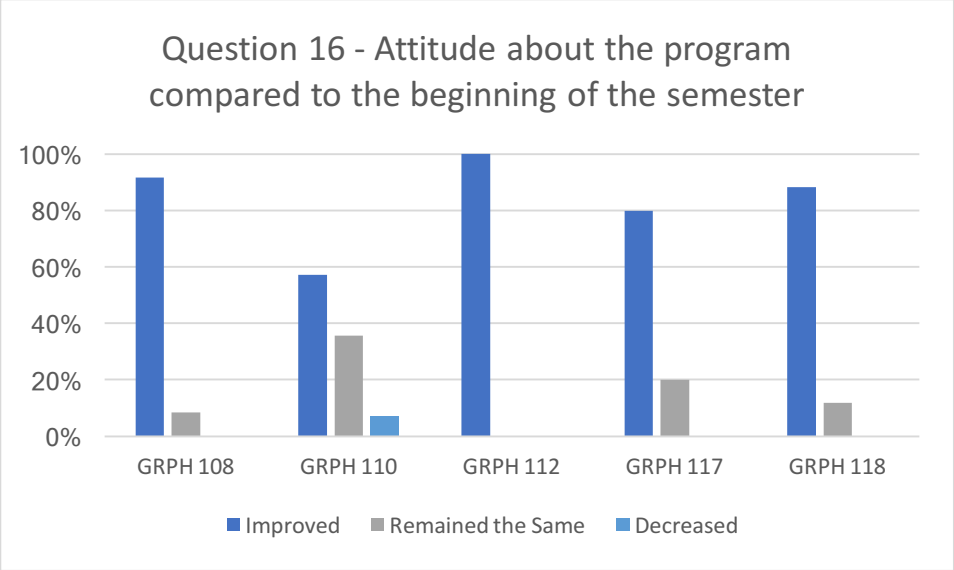

Question 11 - The quality of the facilities and spaces in the program
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

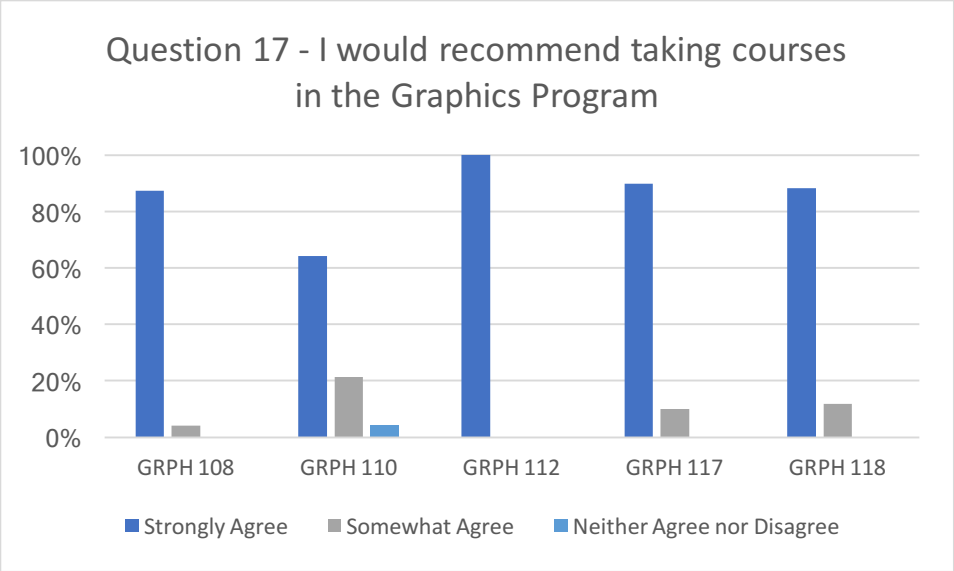

Question 12 - The Instructional Equipment, computers and lab
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118

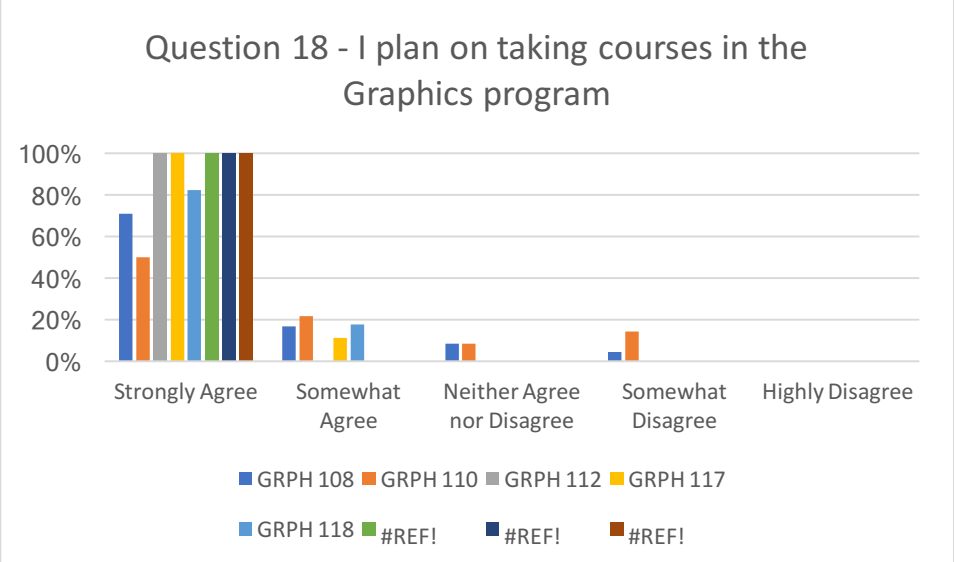

Question 13 - The presentation of classes via the Course Management System (Blackboard)
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118


Question 14 - Course Assistance through the tutorial services
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118


Question 15 - Availability of course resources in the library
100%
80%
60%
40%
20%
0%
Highly Satisfied
Somewhat Satisfied
Neither Satisfied nor Dissatisfied
Somewhat Dissatisfied
Highly Dissatisfied
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118


Question 16 - Attitude about the program compared to the beginning of the semester
100%
80%
60%
40%
20%
0%
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118
Improved
Remained the Same
Decreased


Question 17 - I would recommend taking courses in the Graphics Program
100%
80%
60%
40%
20%
0%
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118
Strongly Agree
Somewhat Agree
Neither Agree nor Disagree


Question 18 - I plan on taking courses in the Graphics program
100%
80%
60%
40%
20%
0%
Strongly Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Highly Disagree
GRPH 108
GRPH 110
GRPH 112
GRPH 117
GRPH 118
#REF!
#REF!
#REF!

Applied Graphics Program Review Student Surveys Spring 2017

November 27th 2017, 11:34 am MST

Q3 - Part I. Please indicate how satisfied you are, in general, with the following aspects of the Applied Design Graphics Program

GRPH 108 Design 1 on the Computer

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	65%	11	35%	6	0%	0	0%	0	0%	0	17
2	The way textbooks and other materials used in courses within the program help me learn	53%	9	35%	6	6%	1	6%	1	0%	0	17
3	Advice about the program from counselors	54%	7	38%	5	8%	1	0%	0	0%	0	13
4	The way this program meets your educational goals	63%	10	25%	4	13%	2	0%	0	0%	0	16
5	Contribution towards your intellectual growth	59%	10	29%	5	12%	2	0%	0	0%	0	17
6	Clarity of course goals and learning objectives	65%	11	35%	6	0%	0	0%	0	0%	0	17
7	Feedback and assessment of progress towards learning objectives	59%	10	35%	6	6%	1	0%	0	0%	0	17
8	The availability of courses offered in the Applied Design Graphics Program	69%	11	31%	5	0%	0	0%	0	0%	0	16
9	The content of courses offered in the Applied Design Graphics Program	63%	10	38%	6	0%	0	0%	0	0%	0	16
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	63%	10	31%	5	6%	1	0%	0	0%	0	16
11	The physical facilities and space (e.g., classrooms, labs)	76%	13	24%	4	0%	0	0%	0	0%	0	17
12	Instructional equipment (e.g., computers, lab equipment)	88%	15	12%	2	0%	0	0%	0	0%	0	17
13	Presentation of classes via the college's Canvas course management system	50%	6	33%	4	8%	1	0%	0	8%	1	12
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	58%	7	33%	4	8%	1	0%	0	0%	0	12
15	Availability of appropriate resources in the libraries	45%	5	45%	5	9%	1	0%	0	0%	0	11

GRPH 110 Intro to Graphics

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	50%	10	25%	5	15%	3	5%	1	5%	1	20
2	The way textbooks and other materials used in courses within the program help me learn	31%	4	38%	5	23%	3	8%	1	0%	0	13
3	Advice about the program from counselors	46%	6	8%	1	46%	6	0%	0	0%	0	13
4	The way this program meets your educational goals	50%	10	40%	8	5%	1	0%	0	5%	1	20
5	Contribution towards your intellectual growth	60%	12	20%	4	15%	3	0%	0	5%	1	20
6	Clarity of course goals and learning objectives	55%	11	30%	6	10%	2	0%	0	5%	1	20
7	Feedback and assessment of progress towards learning objectives	50%	10	20%	4	20%	4	5%	1	5%	1	20
8	The availability of courses offered in the Applied Design Graphics Program	50%	10	20%	4	10%	2	15%	3	5%	1	20
9	The content of courses offered in the Applied Design Graphics Program	58%	11	26%	5	5%	1	5%	1	5%	1	19
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	47%	9	26%	5	21%	4	0%	0	5%	1	19
11	The physical facilities and space (e.g., classrooms, labs)	74%	14	21%	4	0%	0	0%	0	5%	1	19
12	Instructional equipment (e.g., computers, lab equipment)	70%	14	20%	4	0%	0	5%	1	5%	1	20
13	Presentation of classes via the college’s Canvas course management system	32%	6	37%	7	11%	2	16%	3	5%	1	19
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	44%	7	25%	4	25%	4	0%	0	6%	1	16
15	Availability of appropriate resources in the libraries	53%	9	24%	4	18%	3	0%	0	6%	1	17

GRPH 112 Digital Imagery

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	89%	16	11%	2	0%	0	0%	0	0%	0	18
2	The way textbooks and other materials used in courses within the program help me learn	61%	11	17%	3	17%	3	6%	1	0%	0	18
3	Advice about the program from counselors	69%	11	19%	3	13%	2	0%	0	0%	0	16
4	The way this program meets your educational goals	88%	15	6%	1	6%	1	0%	0	0%	0	17
5	Contribution towards your intellectual growth	94%	17	0%	0	6%	1	0%	0	0%	0	18
6	Clarity of course goals and learning objectives	83%	15	11%	2	0%	0	6%	1	0%	0	18
7	Feedback and assessment of progress towards learning objectives	78%	14	11%	2	6%	1	6%	1	0%	0	18
8	The availability of courses offered in the Applied Design Graphics Program	72%	13	17%	3	0%	0	6%	1	6%	1	18
9	The content of courses offered in the Applied Design Graphics Program	76%	13	18%	3	6%	1	0%	0	0%	0	17
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	76%	13	18%	3	6%	1	0%	0	0%	0	17
11	The physical facilities and space (e.g., classrooms, labs)	83%	15	17%	3	0%	0	0%	0	0%	0	18
12	Instructional equipment (e.g., computers, lab equipment)	78%	14	22%	4	0%	0	0%	0	0%	0	18
13	Presentation of classes via the college’s Canvas course management system	76%	13	0%	0	24%	4	0%	0	0%	0	17
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	71%	12	12%	2	18%	3	0%	0	0%	0	17
15	Availability of appropriate resources in the libraries	75%	12	6%	1	19%	3	0%	0	0%	0	16

GRPH 113 Digital Illustration

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	89%	8	11%	1	0%	0	0%	0	0%	0	9
2	The way textbooks and other materials used in courses within the program help me learn	67%	6	33%	3	0%	0	0%	0	0%	0	9
3	Advice about the program from counselors	60%	3	20%	1	20%	1	0%	0	0%	0	5
4	The way this program meets your educational goals	78%	7	22%	2	0%	0	0%	0	0%	0	9
5	Contribution towards your intellectual growth	88%	7	0%	0	13%	1	0%	0	0%	0	8
6	Clarity of course goals and learning objectives	89%	8	11%	1	0%	0	0%	0	0%	0	9
7	Feedback and assessment of progress towards learning objectives	89%	8	11%	1	0%	0	0%	0	0%	0	9
8	The availability of courses offered in the Applied Design Graphics Program	89%	8	11%	1	0%	0	0%	0	0%	0	9
9	The content of courses offered in the Applied Design Graphics Program	67%	6	22%	2	11%	1	0%	0	0%	0	9
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	78%	7	11%	1	11%	1	0%	0	0%	0	9
11	The physical facilities and space (e.g., classrooms, labs)	89%	8	11%	1	0%	0	0%	0	0%	0	9
12	Instructional equipment (e.g., computers, lab equipment)	89%	8	11%	1	0%	0	0%	0	0%	0	9
13	Presentation of classes via the college’s Canvas course management system	25%	1	25%	1	25%	1	25%	1	0%	0	4
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	75%	3	25%	1	0%	0	0%	0	0%	0	4
15	Availability of appropriate resources in the libraries	100%	4	0%	0	0%	0	0%	0	0%	0	4

GRPH 115 Digital Design for Print

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	29%	4	29%	4	14%	2	14%	2	14%	2	14
2	The way textbooks and other materials used in courses within the program help me learn	14%	2	29%	4	43%	6	7%	1	7%	1	14
3	Advice about the program from counselors	80%	4	0%	0	20%	1	0%	0	0%	0	5
4	The way this program meets your educational goals	23%	3	38%	5	15%	2	8%	1	15%	2	13
5	Contribution towards your intellectual growth	43%	6	21%	3	7%	1	14%	2	14%	2	14
6	Clarity of course goals and learning objectives	21%	3	21%	3	29%	4	14%	2	14%	2	14
7	Feedback and assessment of progress towards learning objectives	29%	4	29%	4	14%	2	14%	2	14%	2	14
8	The availability of courses offered in the Applied Design Graphics Program	46%	6	8%	1	15%	2	15%	2	15%	2	13
9	The content of courses offered in the Applied Design Graphics Program	38%	5	38%	5	8%	1	0%	0	15%	2	13
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	62%	8	8%	1	15%	2	0%	0	15%	2	13
11	The physical facilities and space (e.g., classrooms, labs)	71%	10	21%	3	7%	1	0%	0	0%	0	14
12	Instructional equipment (e.g., computers, lab equipment)	79%	11	14%	2	7%	1	0%	0	0%	0	14
13	Presentation of classes via the college’s Canvas course management system	29%	4	36%	5	14%	2	14%	2	7%	1	14
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	25%	2	38%	3	38%	3	0%	0	0%	0	8
15	Availability of appropriate resources in the libraries	43%	3	29%	2	29%	2	0%	0	0%	0	7

GRPH 116 Digital Portfolio

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	83%	10	17%	2	0%	0	0%	0	0%	0	12
2	The way textbooks and other materials used in courses within the program help me learn	55%	6	27%	3	18%	2	0%	0	0%	0	11
3	Advice about the program from counselors	80%	8	20%	2	0%	0	0%	0	0%	0	10
4	The way this program meets your educational goals	83%	10	8%	1	8%	1	0%	0	0%	0	12
5	Contribution towards your intellectual growth	67%	8	25%	3	8%	1	0%	0	0%	0	12
6	Clarity of course goals and learning objectives	92%	1	0%	0	8%	1	0%	0	0%	0	12
7	Feedback and assessment of progress towards learning objectives	75%	9	17%	2	8%	1	0%	0	0%	0	12
8	The availability of courses offered in the Applied Design Graphics Program	100%	12	0%	0	0%	0	0%	0	0%	0	12
9	The content of courses offered in the Applied Design Graphics Program	75%	9	17%	2	8%	1	0%	0	0%	0	12
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	91%	10	9%	1	0%	0	0%	0	0%	0	11
11	The physical facilities and space (e.g., classrooms, labs)	83%	10	17%	2	0%	0	0%	0	0%	0	12
12	Instructional equipment (e.g., computers, lab equipment)	83%	10	17%	2	0%	0	0%	0	0%	0	12
13	Presentation of classes via the college’s Canvas course management system	73%	8	9%	1	18%	2	0%	0	0%	0	11
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	82%	9	18%	2	0%	0	0%	0	0%	0	11
15	Availability of appropriate resources in the libraries	89%	8	0%	0	11%	1	0%	0	0%	0	9

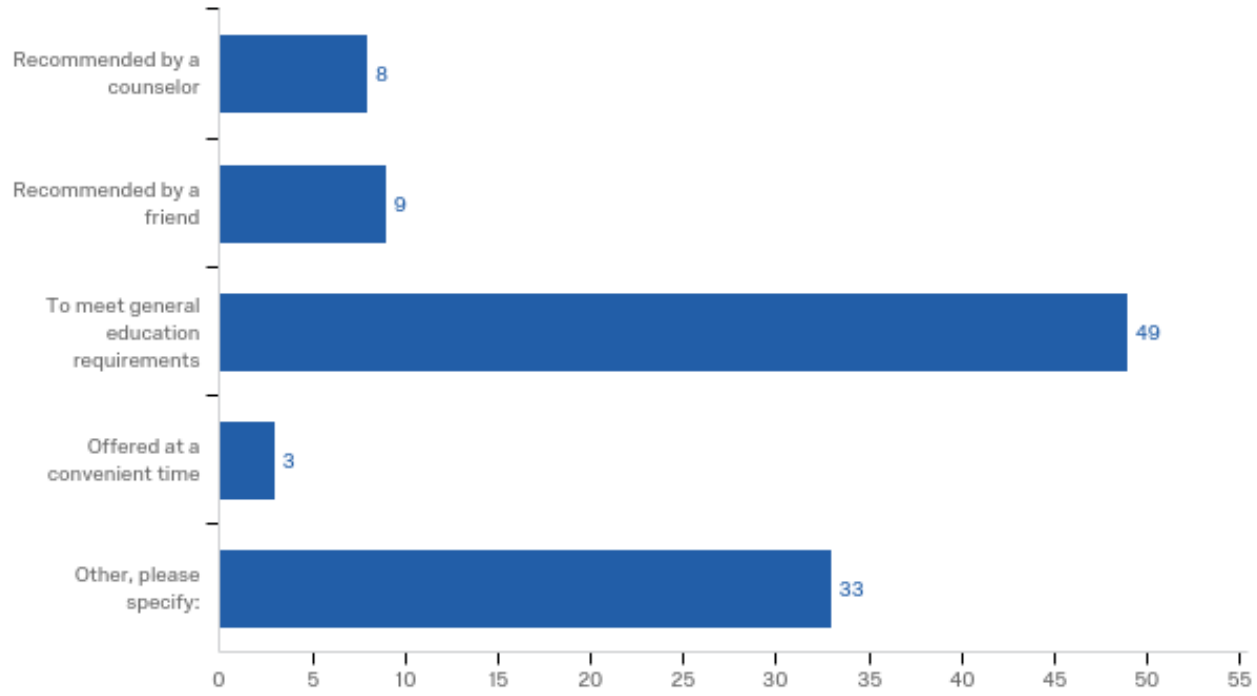
GRPH 120 Advanced Design for Publishing

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	100%	1	0%	0	0%	0	0%	0	0%	0	1
2	The way textbooks and other materials used in courses within the program help me learn	100%	1	0%	0	0%	0	0%	0	0%	0	1
3	Advice about the program from counselors	100%	1	0%	0	0%	0	0%	0	0%	0	1
4	The way this program meets your educational goals	0%	0	100%	1	0%	0	0%	0	0%	0	1
5	Contribution towards your intellectual growth	0%	0	100%	1	0%	0	0%	0	0%	0	1
6	Clarity of course goals and learning objectives	0%	0	100%	1	0%	0	0%	0	0%	0	1
7	Feedback and assessment of progress towards learning objectives	0%	0	0%	0	100%	1	0%	0	0%	0	1
8	The availability of courses offered in the Applied Design Graphics Program	0%	0	0%	0	100%	1	0%	0	0%	0	1
9	The content of courses offered in the Applied Design Graphics Program	0%	0	100%	1	0%	0	0%	0	0%	0	1
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	0%	0	100%	1	0%	0	0%	0	0%	0	1
11	The physical facilities and space (e.g., classrooms, labs)	100%	1	0%	0	0%	0	0%	0	0%	0	1
12	Instructional equipment (e.g., computers, lab equipment)	100%	1	0%	0	0%	0	0%	0	0%	0	1
13	Presentation of classes via the college’s Canvas course management system	0%	0	100%	1	0%	0	0%	0	0%	0	1
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	100%	1	0%	0	0%	0	0%	0	0%	0	1
15	Availability of appropriate resources in the libraries	100%	1	0%	0	0%	0	0%	0	0%	0	1

GRPH 130 3D Modeling for Production

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	64%	7	27%	3	9%	1	0%	0	0%	0	11
2	The way textbooks and other materials used in courses within the program help me learn	38%	3	38%	3	0%	0	25%	2	0%	0	8
3	Advice about the program from counselors	40%	4	40%	4	0%	0	20%	2	0%	0	10
4	The way this program meets your educational goals	82%	9	18%	2	0%	0	0%	0	0%	0	11
5	Contribution towards your intellectual growth	73%	8	27%	3	0%	0	0%	0	0%	0	11
6	Clarity of course goals and learning objectives	73%	8	18%	2	9%	1	0%	0	0%	0	11
7	Feedback and assessment of progress towards learning objectives	73%	8	27%	3	0%	0	0%	0	0%	0	11
8	The availability of courses offered in the Applied Design Graphics Program	50%	5	50%	5	0%	0	0%	0	0%	0	10
9	The content of courses offered in the Applied Design Graphics Program	64%	7	36%	4	0%	0	0%	0	0%	0	11
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	80%	8	10%	1	10%	1	0%	0	0%	0	10
11	The physical facilities and space (e.g., classrooms, labs)	82%	9	18%	2	0%	0	0%	0	0%	0	11
12	Instructional equipment (e.g., computers, lab equipment)	73%	8	27%	3	0%	0	0%	0	0%	0	11
13	Presentation of classes via the college’s Canvas course management system	80%	8	10%	1	0%	0	0%	0	10%	1	10
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	78%	7	22%	2	0%	0	0%	0	0%	0	9
15	Availability of appropriate resources in the libraries	71%	5	14%	1	0%	0	0%	0	14%	1	7

Q5 - Which of the following best describes your reason for taking this and other courses in the Applied Design Graphics Program?

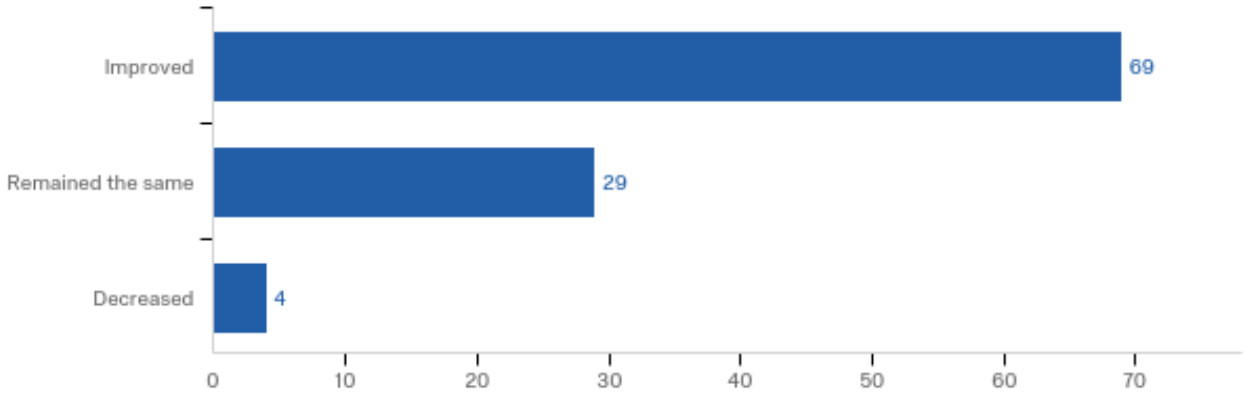


#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 117 Typography		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	Recommended by a counselor	13%	1	13%	1	13%	1	25%	2	25%	2	0%	0	0%	0	0%	0	13%	1	8
2	Recommended by a friend	22%	2	22%	2	0%	0	11%	1	11%	1	0%	0	0%	0	0%	0	33%	3	9
3	To meet general education requirements	12%	6	22%	11	24%	12	8%	4	14%	7	16%	8	0%	0	0%	0	2%	1	49
4	Offered at a convenient time	33%	1	0%	0	0%	0	0%	0	33%	1	33%	1	0%	0	0%	0	0%	0	3
5	Other, please specify:	21%	7	18%	6	15%	5	6%	2	9%	3	9%	3	0%	0	3%	1	18%	6	33

Other, please specify:

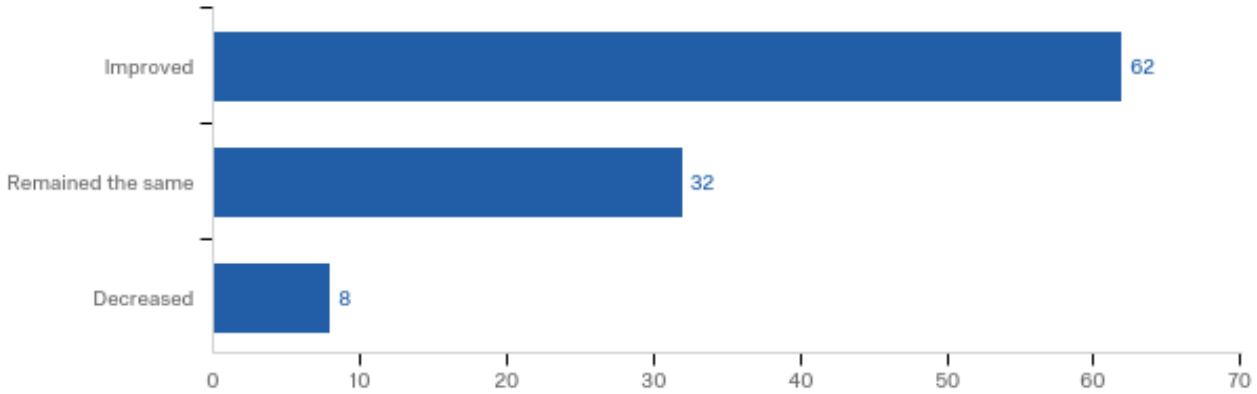
For the skills needed for a job.
skill development, degree requirement
Needed for major
professional development
Not only the time but the course itself is one I wanted to take to better my knowledge of Photoshop.
For fun
Chose the class thinking it was something else but still enjoyed it.
Further graphic arts knowledge and meet degree requirements
Needed for major
Gain experience with computer programs and technology
to become more familiar with code
Required for Associate's Degree
needed for degree
On course with my degree
Recommended by Instructor
To major in 3D animation
Interested
personal interest
AS degree graphic design
Working to AS degree in Graphic Design
Job skills
I feel graphic design will help me in all aspect of my airbrushing company
to meet Graphics AA degree requirements
Needed for Degree
Meets Educational goals.
Required for degree in animation
Honestly thought it would be for creating games such for pc and other devices.
Elective, personal interest
I am a graphic design major and plan on transferring to a 4-year university so that I can earn a bachelor’s in graphic design or communication design.
I'm newly retired and just enjoying various classes.
It aligns with my major

Q6 - Compared to the beginning of the semester, your attitude about the Applied Design Graphics Program has



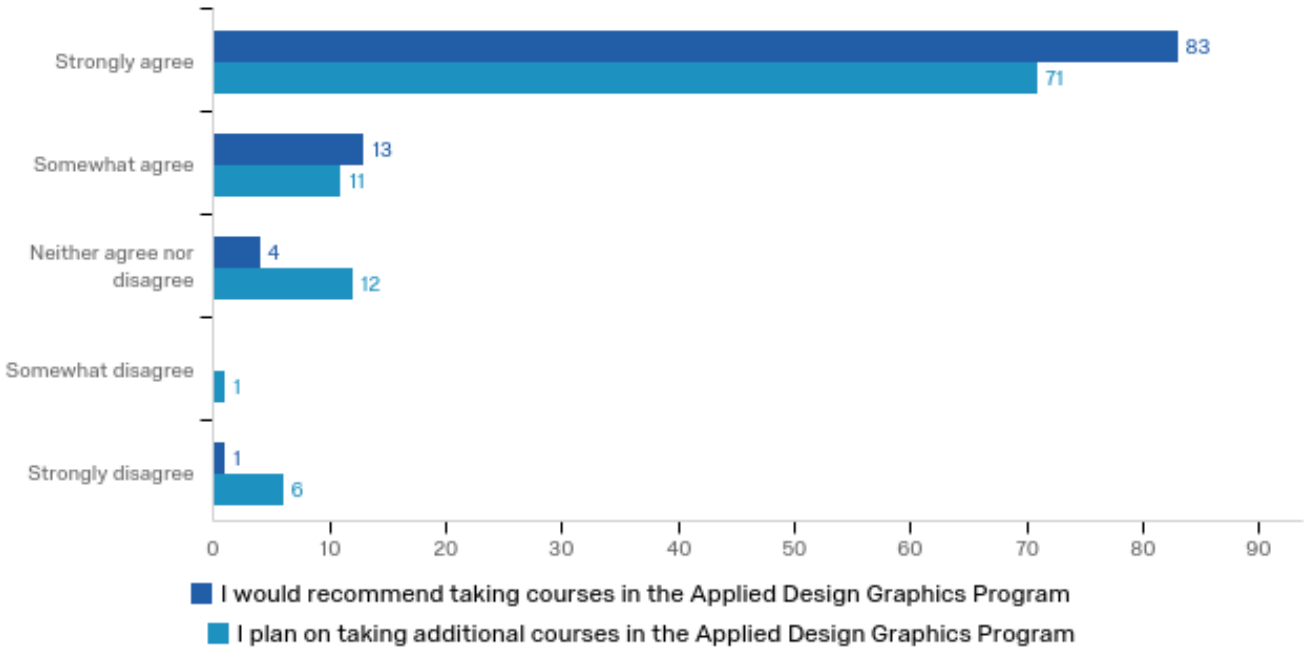
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	Improved	19%	13	19%	13	17%	12	9%	6	9%	6	14%	10	0%	0	13%	9	69
2	Remained the same	14%	4	24%	7	21%	6	10%	3	21%	6	3%	1	3%	1	3%	1	29
3	Decreased	0%	0	0%	0	0%	0	0%	0	50%	2	25%	1	0%	0	25%	1	4

Q7 - Compared to the beginning of the semester, your attitude about this course has



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	Improved	21%	13	16%	10	21%	13	13%	8	3%	2	13%	8	0%	0	13%	8	62
2	Remained the same	13%	4	28%	9	16%	5	3%	1	25%	8	9%	3	0%	0	6%	2	32
3	Decreased	0%	0	13%	1	0%	0	0%	0	50%	4	13%	1	13%	1	13%	1	8

Q8 - Please answer the following questions.



GRPH 108 Design 1 on the Computer

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	76%	13	18%	3	6%	1	0%	0	0%	0	17
2	I plan on taking additional courses in the Applied Design Graphics Program	65%	11	6%	1	6%	1	6%	1	18%	3	17

GRPH 110 Intro to Graphics

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	70%	14	20%	4	5%	1	0%	0	5%	1	20
2	I plan on taking additional courses in the Applied Design Graphics Program	65%	13	0%	0	20%	4	0%	0	15%	3	20

GRPH 112 Digital Imagery

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	94%	17	6%	1	0%	0	0%	0	0%	0	18
2	I plan on taking additional courses in the Applied Design Graphics Program	67%	12	22%	4	11%	2	0%	0	0%	0	18

GRPH 113 Digital Illustration

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	100%	8	0%	0	0%	0	0%	0	0%	0	8
2	I plan on taking additional courses in the Applied Design Graphics Program	88%	7	13%	1	0%	0	0%	0	0%	0	8

GRPH 115 Digital Design for Print

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	64%	9	21%	3	14%	2	0%	0	0%	0	14
2	I plan on taking additional courses in the Applied Design Graphics Program	79%	11	14%	2	7%	1	0%	0	0%	0	14

GRPH 116 Digital Portfolio

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	100%	12	0%	0	0%	0	0%	0	0%	0	12
2	I plan on taking additional courses in the Applied Design Graphics Program	83%	10	8%	1	8%	1	0%	0	0%	0	12

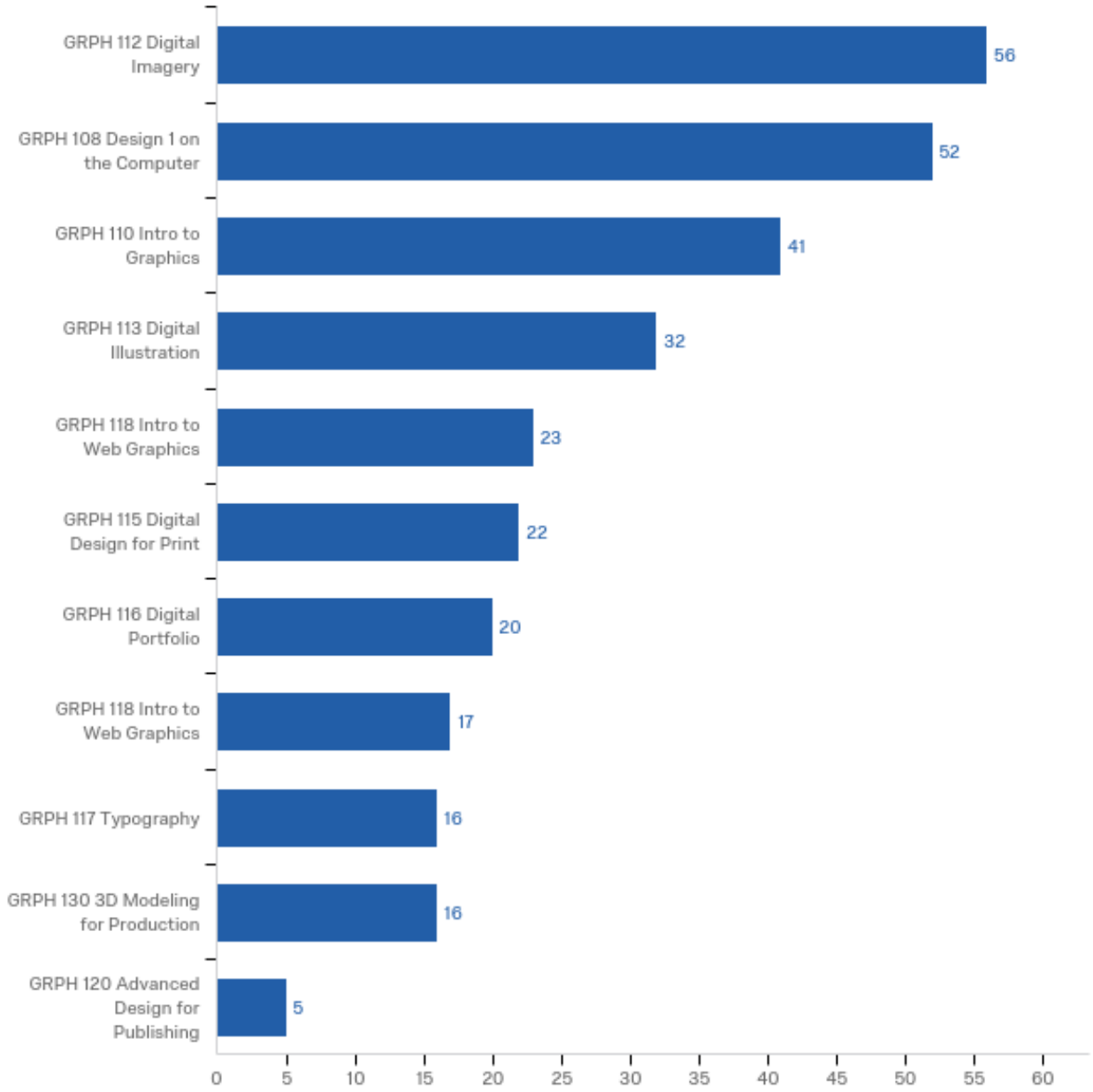
GRPH 120 Advanced Design for Publishing

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	100%	1	0%	0	0%	0	0%	0	0%	0	1
2	I plan on taking additional courses in the Applied Design Graphics Program	0%	0	0%	0	100%	1	0%	0	0%	0	1

GRPH 130 3D Modeling for Production

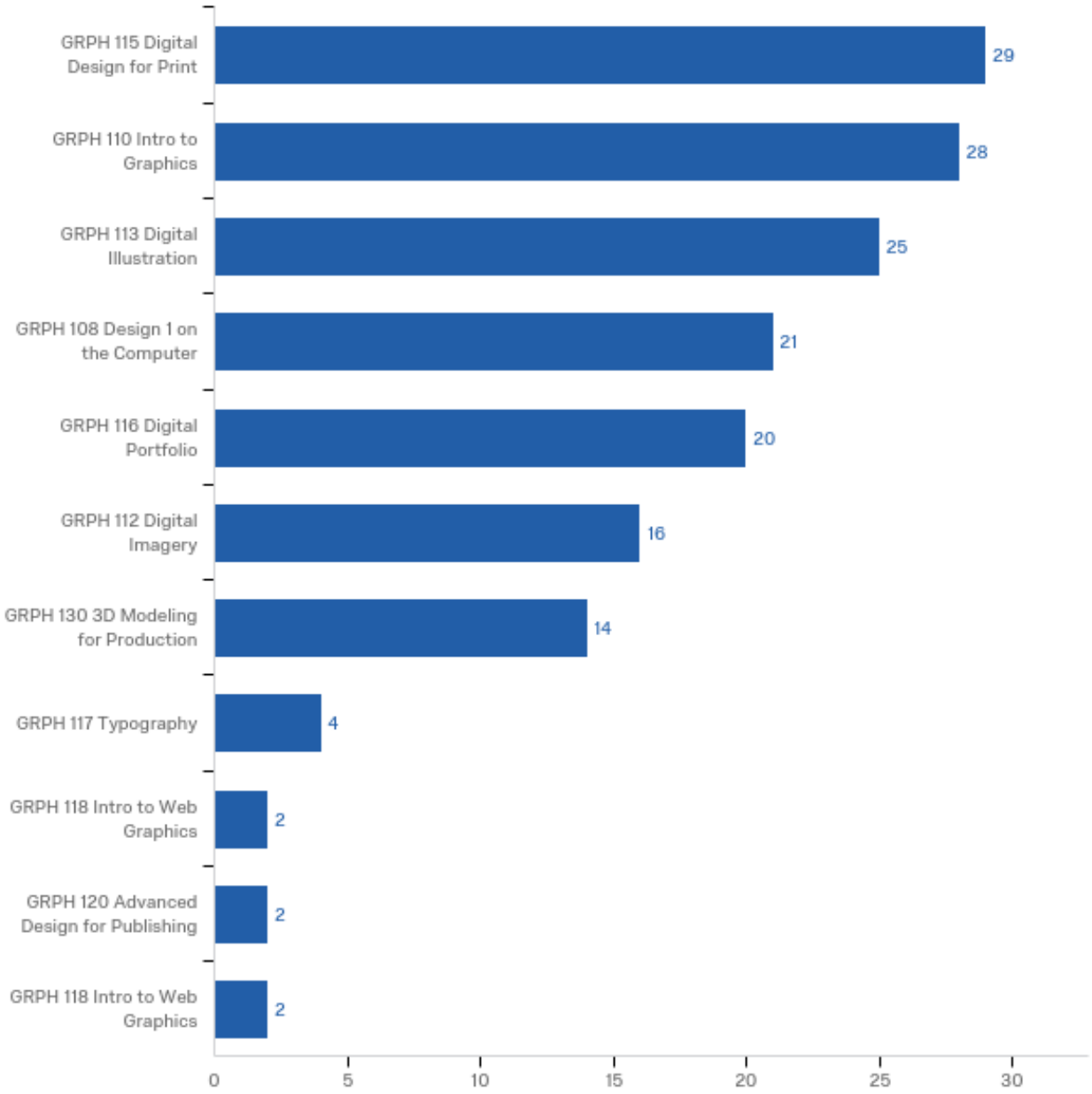
#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	82%	9	18%	2	0%	0	0%	0	0%	0	11
2	I plan on taking additional courses in the Applied Design Graphics Program	64%	7	18%	2	18%	2	0%	0	0%	0	11

Q9 - Which of the following courses have you taken in the Applied Design Graphics Program?



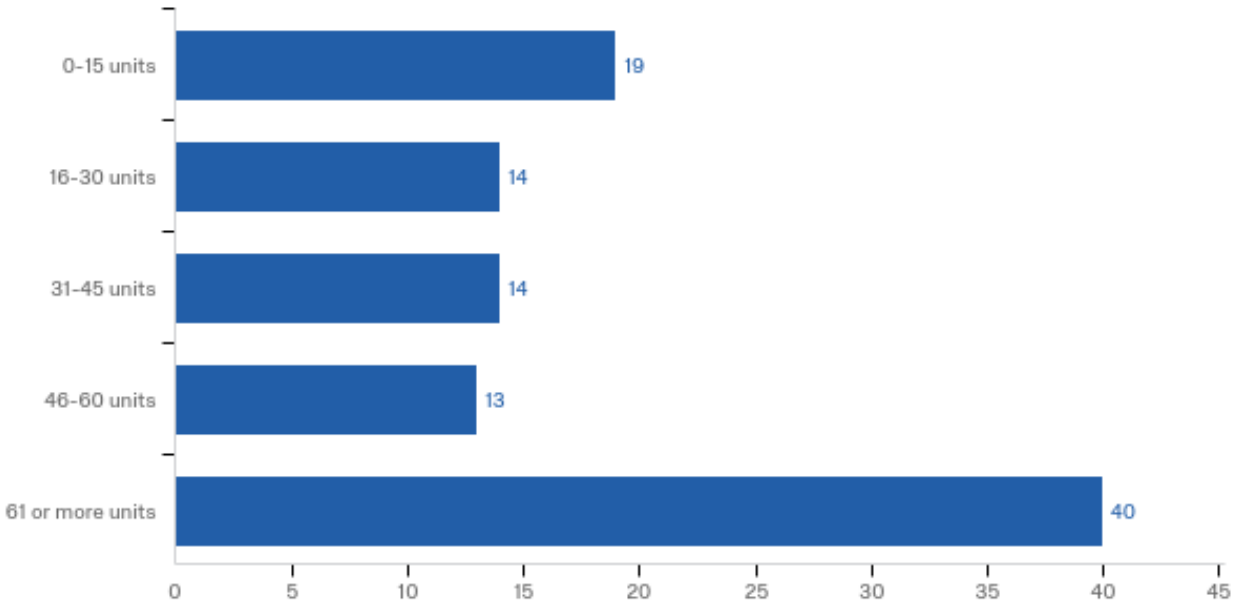
#	Answer	%	Count
3	GRPH 112 Digital Imagery	19%	56
1	GRPH 108 Design 1 on the Computer	17%	52
2	GRPH 110 Intro to Graphics	14%	41
4	GRPH 113 Digital Illustration	11%	32
7	GRPH 118 Intro to Web Graphics	8%	23
5	GRPH 115 Digital Design for Print	7%	22
6	GRPH 116 Digital Portfolio	7%	20
9	GRPH 118 Intro to Web Graphics	6%	17
11	GRPH 117 Typography	5%	16
10	GRPH 130 3D Modeling for Production	5%	16
8	GRPH 120 Advanced Design for Publishing	2%	5
	Total	100%	300

Q10 - In which of the following courses are you enrolled in this semester? (check all that apply)



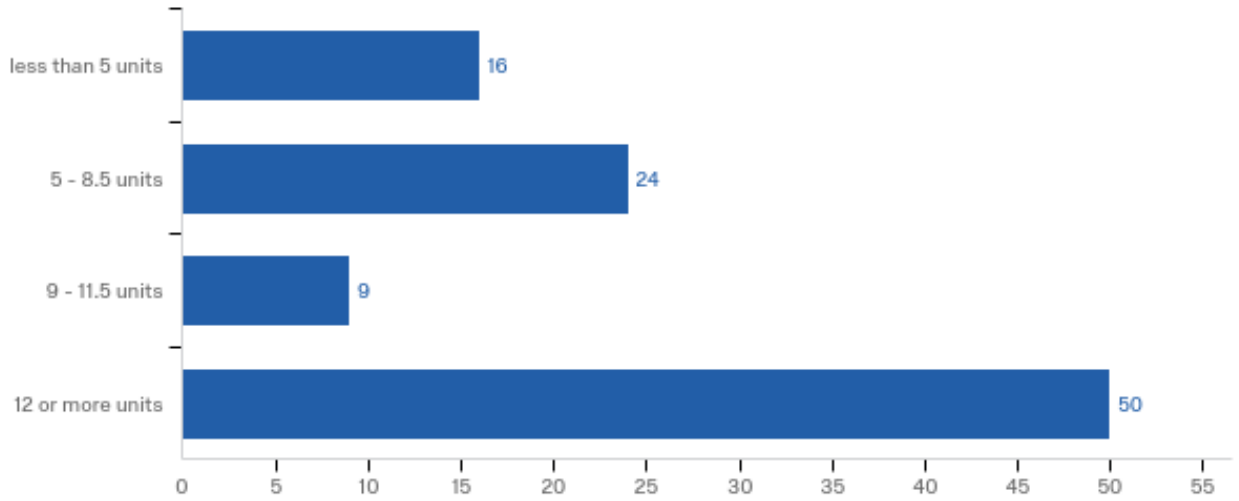
#	Answer	%	Count
7	GRPH 118 Intro to Web Graphics	1%	2
8	GRPH 120 Advanced Design for Publishing	1%	2
9	GRPH 118 Intro to Web Graphics	1%	2
11	GRPH 117 Typography	2%	4
10	GRPH 130 3D Modeling for Production	9%	14
3	GRPH 112 Digital Imagery	10%	16
6	GRPH 116 Digital Portfolio	12%	20
1	GRPH 108 Design 1 on the Computer	13%	21
4	GRPH 113 Digital Illustration	15%	25
2	GRPH 110 Intro to Graphics	17%	28
5	GRPH 115 Digital Design for Print	18%	29
	Total	100%	163

Q12 - How many units have you completed prior to this semester?



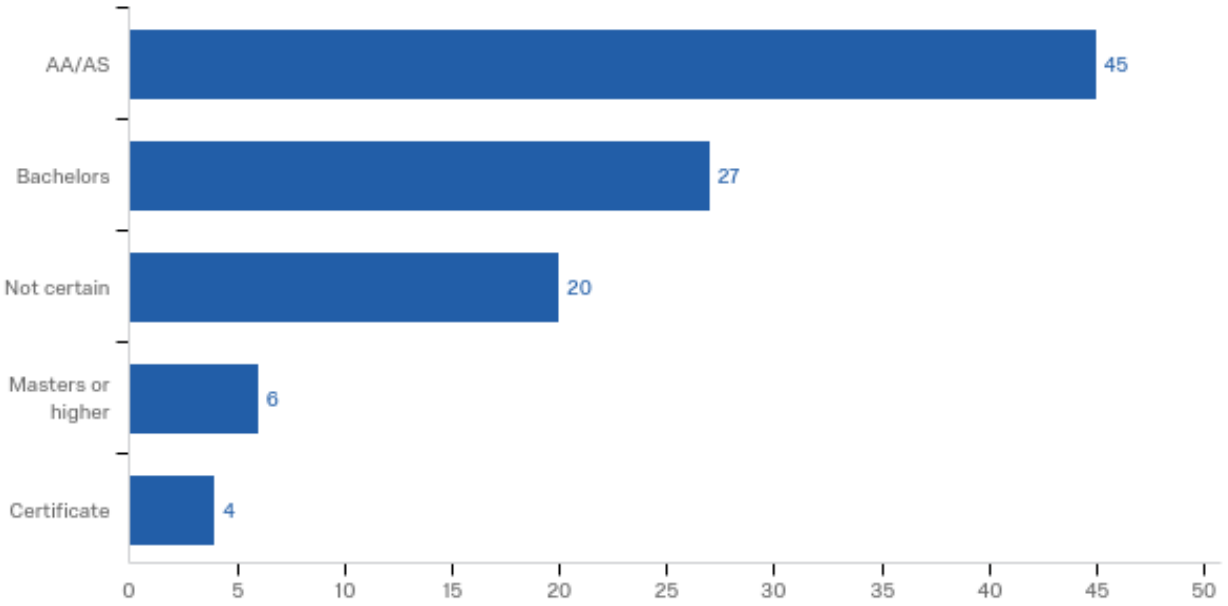
#	Answer	%	Count
1	0-15 units	19%	19
2	16-30 units	14%	14
3	31-45 units	14%	14
4	46-60 units	13%	13
5	61 or more units	40%	40
	Total	100%	100

Q13 - In how many units are you currently enrolled?



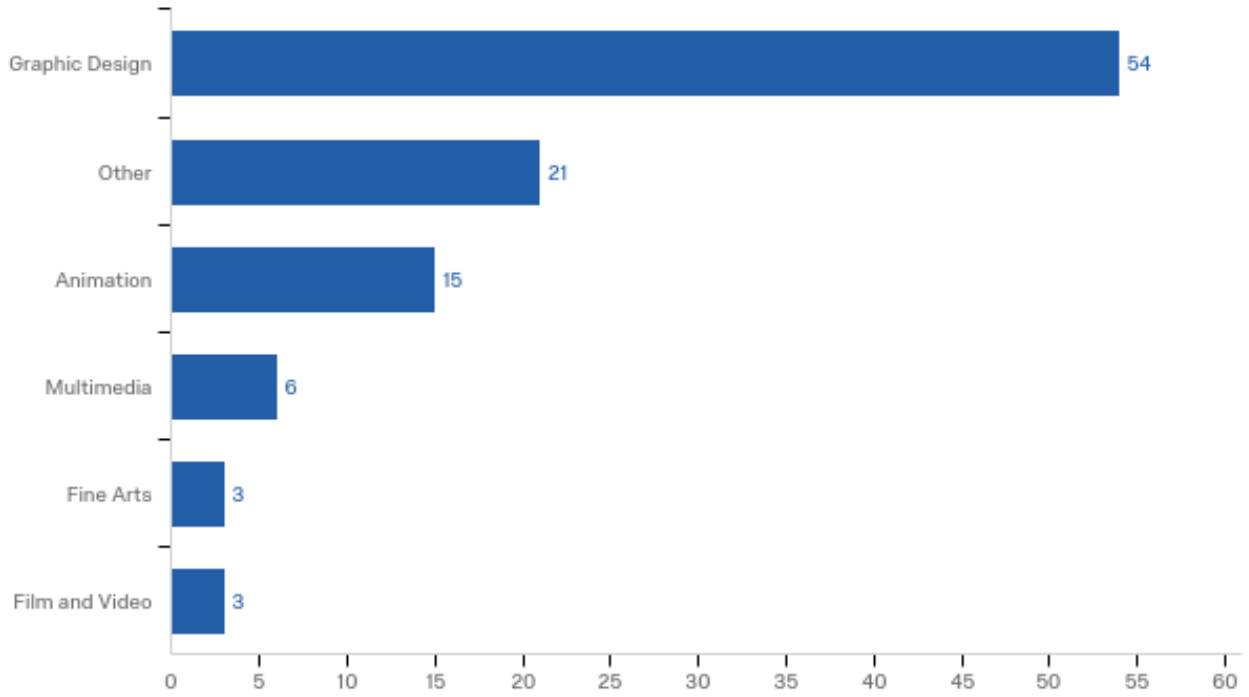
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	less than 5 units	13%	2	6%	1	44%	7	6%	1	0%	0	6%	1	0%	0	25%	4	16
2	5 - 8.5 units	17%	4	29%	7	13%	3	0%	0	25%	6	13%	3	0%	0	4%	1	24
3	9 - 11.5 units	33%	3	11%	1	0%	0	33%	3	11%	1	11%	1	0%	0	0%	0	9
4	12 or more units	16%	8	20%	10	16%	8	10%	5	14%	7	10%	5	2%	1	12%	6	50

Q14 - What is your final academic goal?



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	Certificate	25%	1	0%	0	0%	0	0%	0	50%	2	25%	1	0%	0	0%	0	4
2	AA/AS	7%	3	18%	8	18%	8	13%	6	18%	8	13%	6	2%	1	11%	5	45
3	Bachelors	22%	6	30%	8	7%	2	7%	2	11%	3	11%	3	0%	0	11%	3	27
4	Masters or higher	33%	2	17%	1	50%	3	0%	0	0%	0	0%	0	0%	0	0%	0	6
5	Not certain	25%	5	15%	3	25%	5	5%	1	5%	1	10%	2	0%	0	15%	3	20

Q15 - What is your major?



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Digital Imagery		GRPH 113 Digital Illustration		GRPH 115 Digital Design for Print		GRPH 116 Digital Portfolio		GRPH 120 Advanced Design for Publishing		GRPH 130 3D Modeling for Production		Total
1	Graphic Design	13%	7	19%	10	9%	5	13%	7	20%	11	21%	11	2%	1	4%	2	54
2	Multimedia	33%	2	17%	1	33%	2	0%	0	17%	1	0%	0	0%	0	0%	0	6
3	Animation	13%	2	7%	1	40%	6	0%	0	7%	1	0%	0	0%	0	33%	5	15
4	Fine Arts	0%	0	0%	0	0%	0	33%	1	33%	1	0%	0	0%	0	33%	1	3
5	Film and Video	0%	0	33%	1	67%	2	0%	0	0%	0	0%	0	0%	0	0%	0	3
6	Other	29%	6	33%	7	14%	3	5%	1	0%	0	5%	1	0%	0	14%	3	21

Applied Graphics Program Review Student Survey Results Fall 2016

November 27th 2017, 12:21 pm MST

Q2 - Part I. Please indicate how satisfied you are, in general, with the following aspects of the Applied Design Graphics Program

GRPH 108 Design 1 on the Computer

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	88%	21	8%	2	0%	0	0%	0	4%	1	24
2	The way textbooks and other materials used in courses within the program help me learn	59%	13	27%	6	0%	0	9%	2	5%	1	22
3	Advice about the program from counselors	68%	13	11%	2	16%	3	0%	0	5%	1	19
4	The way this program meets your educational goals	75%	18	21%	5	0%	0	0%	0	4%	1	24
5	Contribution towards your intellectual growth	88%	21	8%	2	0%	0	0%	0	4%	1	24
6	Clarity of course goals and learning objectives	75%	18	21%	5	0%	0	0%	0	4%	1	24
7	Feedback and assessment of progress towards learning objectives	83%	20	13%	3	0%	0	0%	0	4%	1	24
8	The availability of courses offered in the Applied Design Graphics Program	71%	17	21%	5	0%	0	0%	0	8%	2	24
9	The content of courses offered in the Applied Design Graphics Program	70%	16	26%	6	0%	0	0%	0	4%	1	23
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	64%	14	27%	6	5%	1	0%	0	5%	1	22
11	The physical facilities and space (e.g., classrooms, labs)	75%	18	17%	4	0%	0	4%	1	4%	1	24
12	Instructional equipment (e.g., computers, lab equipment)	79%	19	17%	4	0%	0	0%	0	4%	1	24
13	Presentation of classes via the college's Blackboard course management system	57%	12	29%	6	10%	2	0%	0	5%	1	21
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	67%	12	17%	3	11%	2	0%	0	6%	1	18
15	Availability of appropriate resources in the libraries	68%	13	16%	3	11%	2	0%	0	5%	1	19

GRPH 110 Intro to Graphics

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	57%	8	29%	4	14%	2	0%	0	0%	0	14
2	The way textbooks and other materials used in courses within the program help me learn	46%	6	31%	4	23%	3	0%	0	0%	0	13
3	Advice about the program from counselors	45%	5	9%	1	36%	4	9%	1	0%	0	11
4	The way this program meets your educational goals	54%	7	31%	4	15%	2	0%	0	0%	0	13
5	Contribution towards your intellectual growth	57%	8	29%	4	14%	2	0%	0	0%	0	14
6	Clarity of course goals and learning objectives	64%	9	7%	1	29%	4	0%	0	0%	0	14
7	Feedback and assessment of progress towards learning objectives	50%	7	29%	4	21%	3	0%	0	0%	0	14
8	The availability of courses offered in the Applied Design Graphics Program	57%	8	29%	4	14%	2	0%	0	0%	0	14
9	The content of courses offered in the Applied Design Graphics Program	71%	10	7%	1	21%	3	0%	0	0%	0	14
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	50%	6	17%	2	25%	3	8%	1	0%	0	12
11	The physical facilities and space (e.g., classrooms, labs)	86%	12	14%	2	0%	0	0%	0	0%	0	14
12	Instructional equipment (e.g., computers, lab equipment)	86%	12	14%	2	0%	0	0%	0	0%	0	14
13	Presentation of classes via the college’s Blackboard course management system	43%	6	36%	5	21%	3	0%	0	0%	0	14
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	62%	8	23%	3	8%	1	8%	1	0%	0	13
15	Availability of appropriate resources in the libraries	58%	7	8%	1	25%	3	0%	0	8%	1	12

GRPH 112 Electronic Imagery

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	100%	6	0%	0	0%	0	0%	0	0%	0	6
2	The way textbooks and other materials used in courses within the program help me learn	50%	3	17%	1	0%	0	33%	2	0%	0	6
3	Advice about the program from counselors	60%	3	0%	0	40%	2	0%	0	0%	0	5
4	The way this program meets your educational goals	67%	4	33%	2	0%	0	0%	0	0%	0	6
5	Contribution towards your intellectual growth	100%	6	0%	0	0%	0	0%	0	0%	0	6
6	Clarity of course goals and learning objectives	100%	6	0%	0	0%	0	0%	0	0%	0	6
7	Feedback and assessment of progress towards learning objectives	100%	6	0%	0	0%	0	0%	0	0%	0	6
8	The availability of courses offered in the Applied Design Graphics Program	33%	2	33%	2	0%	0	0%	0	33%	2	6
9	The content of courses offered in the Applied Design Graphics Program	67%	4	33%	2	0%	0	0%	0	0%	0	6
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	67%	4	33%	2	0%	0	0%	0	0%	0	6
11	The physical facilities and space (e.g., classrooms, labs)	100%	6	0%	0	0%	0	0%	0	0%	0	6
12	Instructional equipment (e.g., computers, lab equipment)	67%	4	33%	2	0%	0	0%	0	0%	0	6
13	Presentation of classes via the college’s Blackboard course management system	25%	1	75%	3	0%	0	0%	0	0%	0	4
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	40%	2	60%	3	0%	0	0%	0	0%	0	5
15	Availability of appropriate resources in the libraries	67%	4	17%	1	17%	1	0%	0	0%	0	6

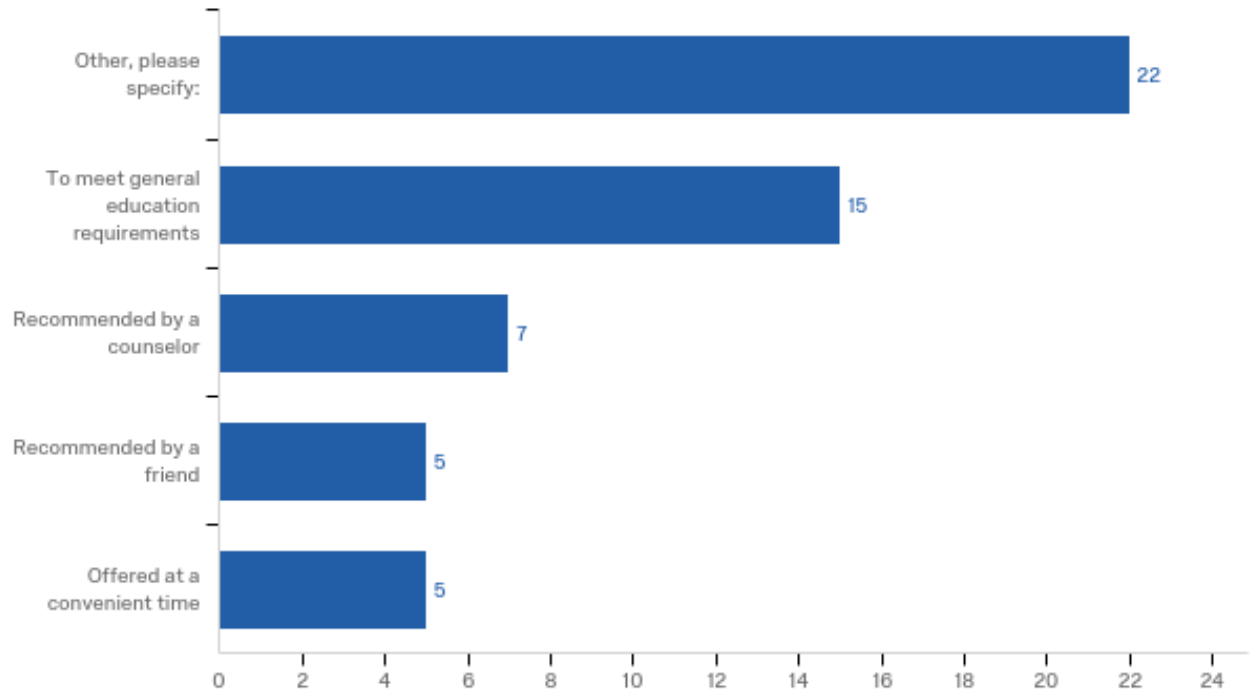
GRPH 117 Typography

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	100%	10	0%	0	0%	0	0%	0	0%	0	10
2	The way textbooks and other materials used in courses within the program help me learn	50%	5	50%	5	0%	0	0%	0	0%	0	10
3	Advice about the program from counselors	57%	4	0%	0	43%	3	0%	0	0%	0	7
4	The way this program meets your educational goals	80%	8	20%	2	0%	0	0%	0	0%	0	10
5	Contribution towards your intellectual growth	90%	9	10%	1	0%	0	0%	0	0%	0	10
6	Clarity of course goals and learning objectives	100%	10	0%	0	0%	0	0%	0	0%	0	10
7	Feedback and assessment of progress towards learning objectives	100%	10	0%	0	0%	0	0%	0	0%	0	10
8	The availability of courses offered in the Applied Design Graphics Program	80%	8	10%	1	0%	0	10%	1	0%	0	10
9	The content of courses offered in the Applied Design Graphics Program	100%	10	0%	0	0%	0	0%	0	0%	0	10
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	90%	9	0%	0	10%	1	0%	0	0%	0	10
11	The physical facilities and space (e.g., classrooms, labs)	90%	9	10%	1	0%	0	0%	0	0%	0	10
12	Instructional equipment (e.g., computers, lab equipment)	100%	10	0%	0	0%	0	0%	0	0%	0	10
13	Presentation of classes via the college’s Blackboard course management system	67%	6	11%	1	22%	2	0%	0	0%	0	9
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	80%	8	10%	1	10%	1	0%	0	0%	0	10
15	Availability of appropriate resources in the libraries	78%	7	11%	1	11%	1	0%	0	0%	0	9

GRPH 118 Intro to Web Graphics

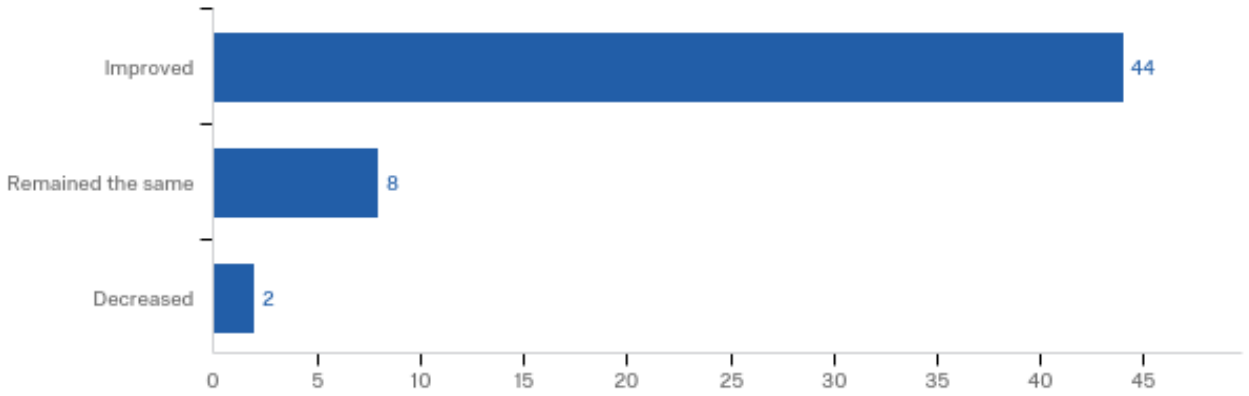
#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	88%	15	12%	2	0%	0	0%	0	0%	0	17
2	The way textbooks and other materials used in courses within the program help me learn	56%	9	31%	5	0%	0	13%	2	0%	0	16
3	Advice about the program from counselors	69%	11	19%	3	6%	1	0%	0	0%	0	16
4	The way this program meets your educational goals	65%	11	35%	6	0%	0	0%	0	0%	0	17
5	Contribution towards your intellectual growth	96%	11	6%	1	0%	0	0%	0	0%	0	17
6	Clarity of course goals and learning objectives	88%	15	12%	2	0%	0	0%	0	0%	0	17
7	Feedback and assessment of progress towards learning objectives	82%	14	18%	3	0%	0	0%	0	0%	0	17
8	The availability of courses offered in the Applied Design Graphics Program	76%	13	18%	3	0%	0	0%	0	6%	1	17
9	The content of courses offered in the Applied Design Graphics Program	82%	14	18%	3	0%	0	0%	0	6%	1	17
10	The coordination of courses offered in the Applied Design Graphics Program and courses offered in other departments that may be required for your major	53%	8	20%	3	0%	0	0%	0	0%	0	15
11	The physical facilities and space (e.g., classrooms, labs)	82%	14	12%	2	0%	0	6%	1	0%	0	17
12	Instructional equipment (e.g., computers, lab equipment)	82%	14	18%	3	0%	0	0%	0	0%	0	17
13	Presentation of classes via the college’s Blackboard course management system	67%	10	27%	4	7%	1	0%	0	0%	0	15
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	85%	11	15%	1	0%	0	0%	0	0%	0	13
15	Availability of appropriate resources in the libraries	83%	10	0%	0	17%	2	0%	0	0%	0	12

Q4 - Which of the following best describes your reason for taking this and other courses in the Applied Design Graphics Program?



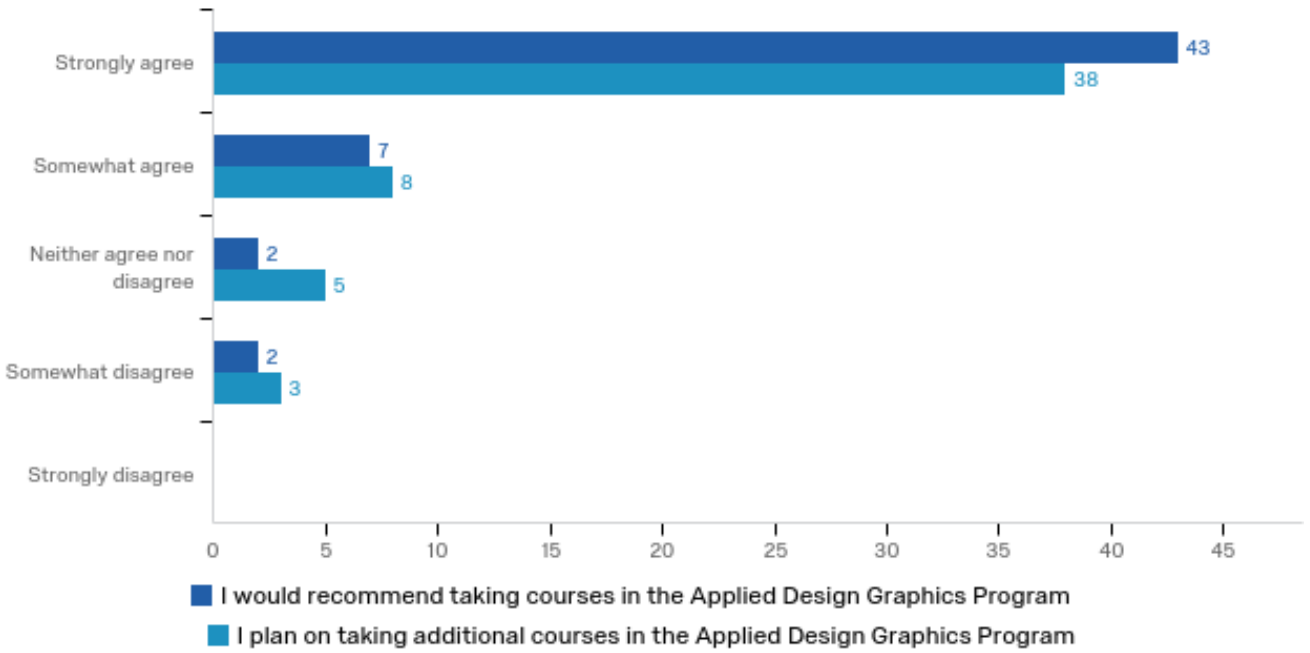
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 113 Computer Illustration		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	Recommended by a counselor	17%	1	17%	1	0%	0	0%	0	17%	1	50%	3	6
5	Other, please specify:	31%	9	17%	5	7%	2	7%	2	7%	2	31%	9	29
3	To meet general education requirements	35%	8	22%	5	9%	2	0%	0	22%	5	15%	3	23
2	Recommended by a friend	38%	3	25%	2	0%	0	0%	0	13%	1	25%	2	8
4	Offered at a convenient time	60%	3	20%	1	0%	0	0%	0	20%	1	0%	0	5

Q5 - Compared to the beginning of the semester, your attitude about the Applied Design Graphics Program has



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 113 Computer Illustration		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	Improved	37%	22	14%	8	7%	4	3%	2	14%	8	26%	15	59
2	Remained the same	18%	2	45%	5	0%	0	0%	0	18%	2	18%	2	11
3	Decreased	0%	0	100%	1	0%	0	0%	0	0%	0	0%	0	1

Q6 - Please answer the following questions.



GRPH 108 Design 1 on the Computer

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	88%	21	8%	2	0%	0	4%	1	0%	0	24
2	I plan on taking additional courses in the Applied Design Graphics Program	71%	17	17%	4	8%	2	4%	1	0%	0	24

GRPH 110 Intro to Graphics

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	64%	9	21%	3	7%	1	7%	1	0%	0	14
2	I plan on taking additional courses in the Applied Design Graphics Program	50%	7	21%	3	14%	2	14%	2	0%	0	14

GRPH 112 Electronic Imagery

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	100%	6	0%	0	0%	0	0%	0	0%	0	6
2	I plan on taking additional courses in the Applied Design Graphics Program	100%	6	0%	0	0%	0	0%	0	0%	0	6

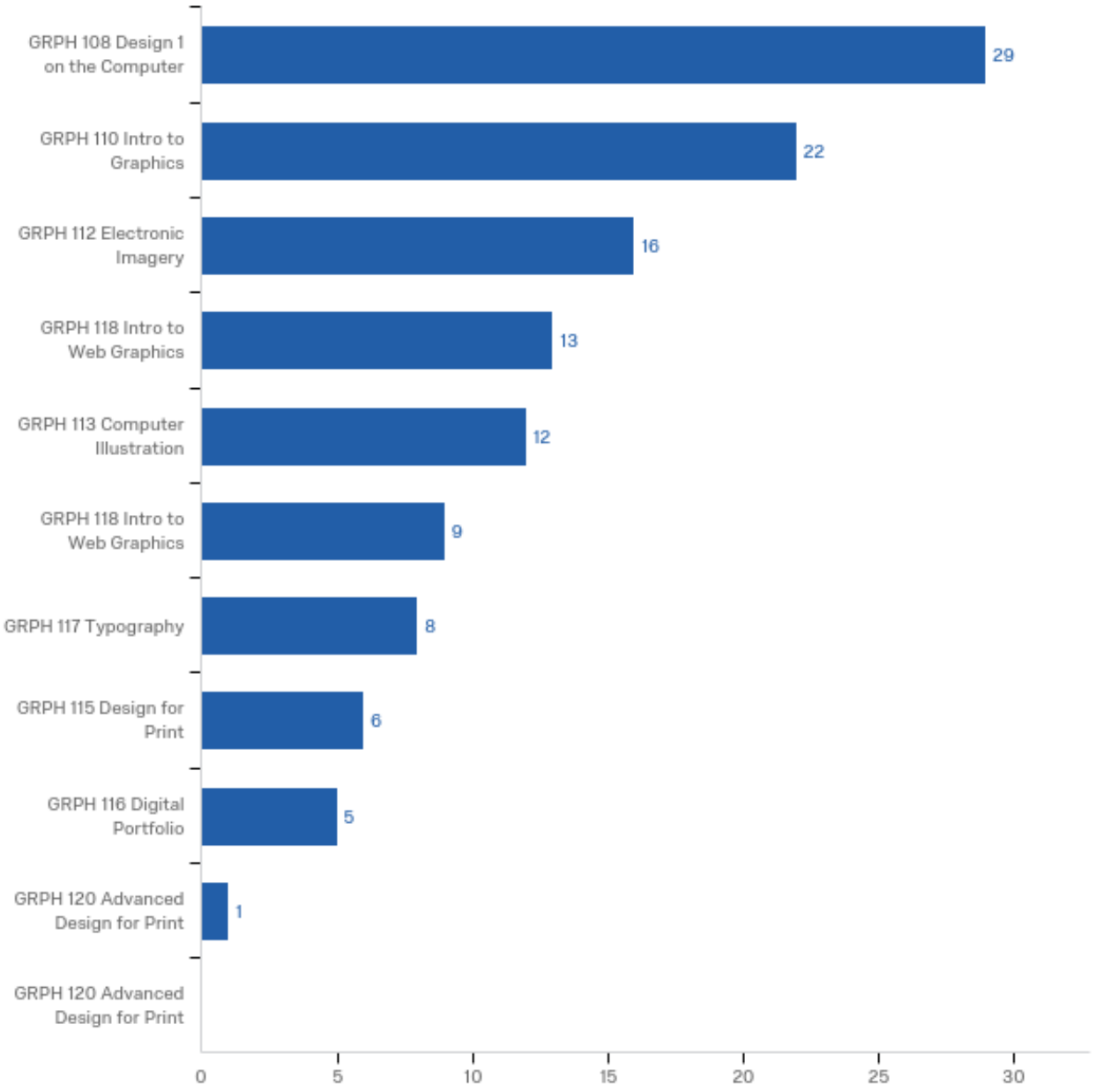
GRPH 117 Typography

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	90%	9	10%	1	0%	0	0%	0	0%	0	10
2	I plan on taking additional courses in the Applied Design Graphics Program	90%	9	0%	0	10%	1	0%	0	0%	0	10

GRPH 118 Intro to Web Graphics

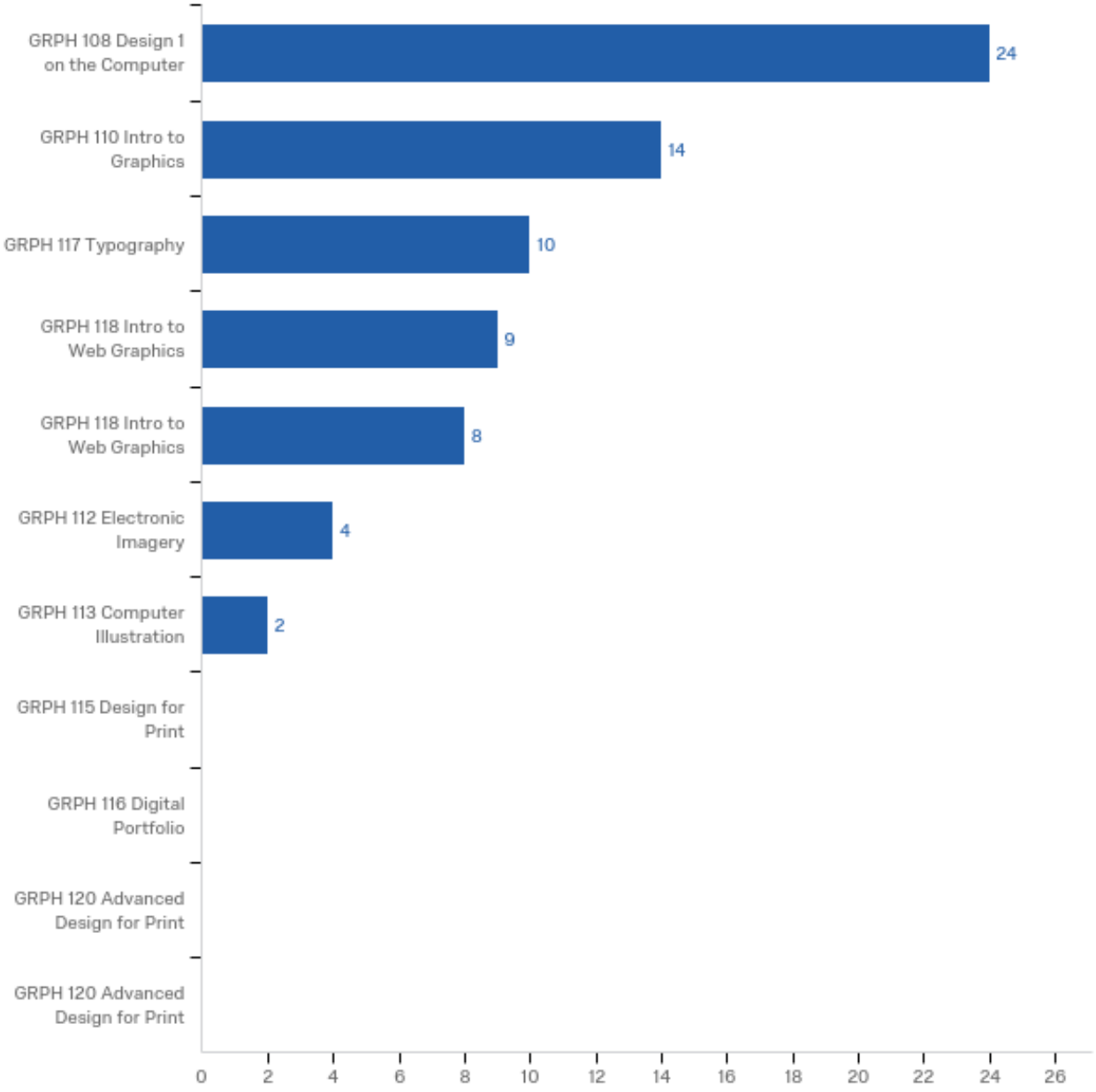
#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Applied Design Graphics Program	88%	15	12%	2	0%	0	0%	0	0%	0	17
2	I plan on taking additional courses in the Applied Design Graphics Program	82%	14	18%	3	0%	0	0%	0	0%	0	17

Q7 - Which of the following courses have you taken in the Applied Design Graphics Program?



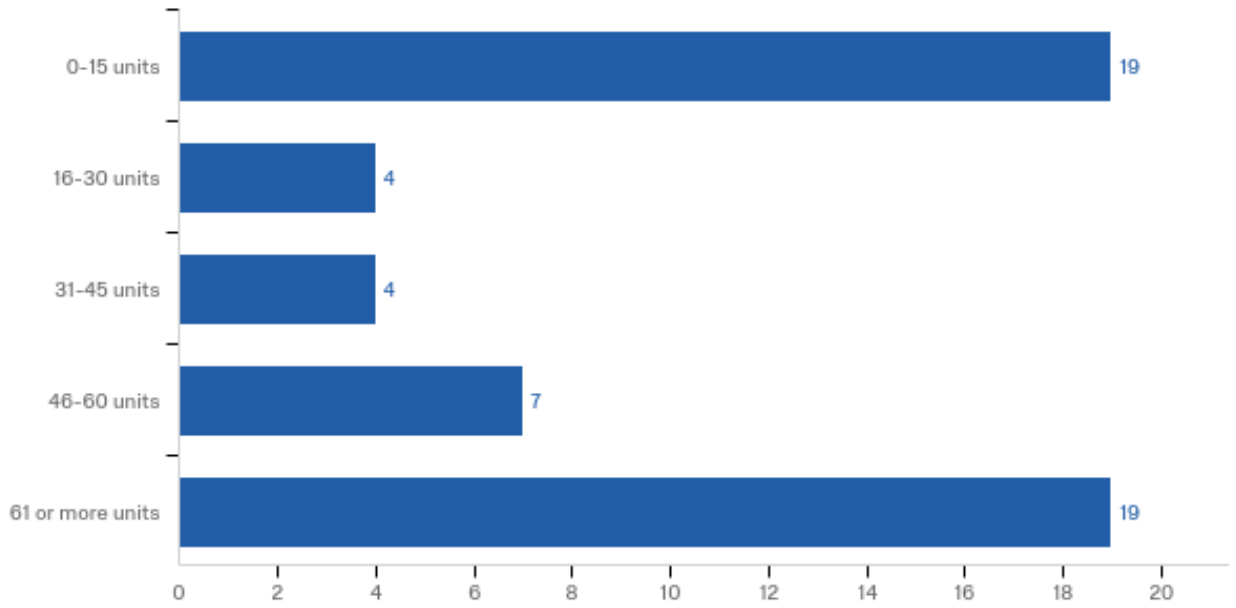
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	GRPH 108 Design 1 on the Computer	38%	16	12%	5	12%	5	12%	5	26%	11	42
2	GRPH 110 Intro to Graphics	28%	8	28%	8	3%	1	21%	6	20%	6	29
3	GRPH 112 Electronic Imagery	25%	7	11%	3	21%	6	18%	5	25%	7	28
4	GRPH 113 Computer Illustration	20%	4	5%	1	15%	3	20%	4	40%	8	20
5	GRPH 115 Design for Print	17%	1	17%	1	0%	0	50%	3	17%	1	6
6	GRPH 116 Digital Portfolio	0%	0	14%	1	0%	0	57%	4	28%	2	7
7	GRPH 118 Intro to Web Graphics	25%	5	0%	0	20%	4	10%	2	45%	9	20
8	GRPH 120 Advanced Design for Print	0%	0	0%	0	0%	0	0%	0	100%	1	1
9	GRPH 118 Intro to Web Graphics	31%	4	0%	0	23%	3	15%	2	30%	4	13
10	GRPH 120 Advanced Design for Print	0%	0	0%	0	0%	0	0%	0	0%	0	0
11	GRPH 117 Typography	10%	1	10%	1	10%	1	60%	6	10%	1	10

Q12 - In which of the following courses are you currently enrolled?



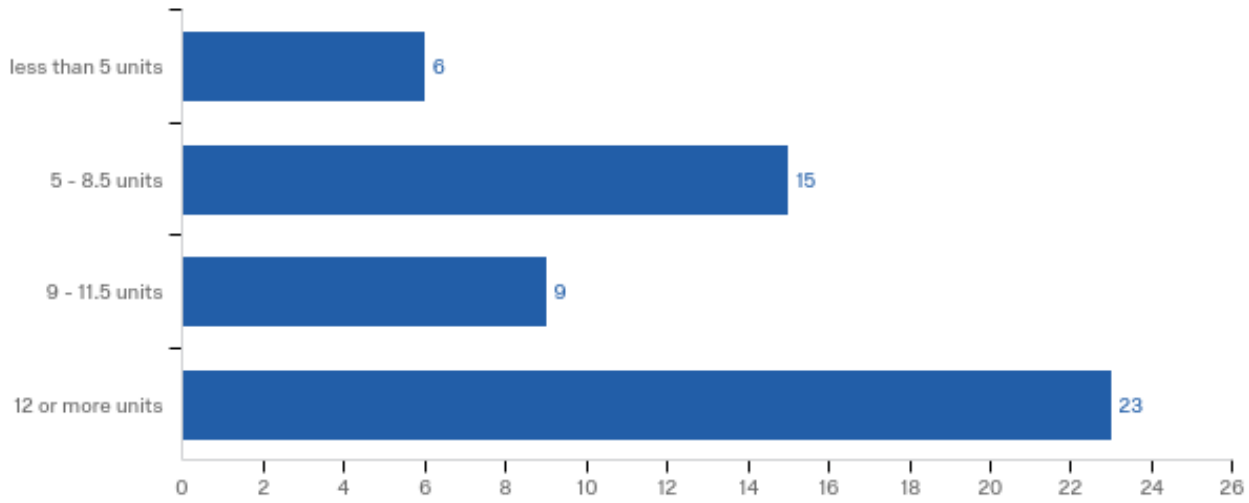
#	Answer	%	Count
1	GRPH 108 Design 1 on the Computer	34%	24
2	GRPH 110 Intro to Graphics	20%	14
3	GRPH 112 Electronic Imagery	9%	6
4	GRPH 113 Computer Illustration	3%	2
5	GRPH 118 Intro to Web Graphics	24%	17
	Total	100%	71

Q9 - How many units have you completed prior to this semester?



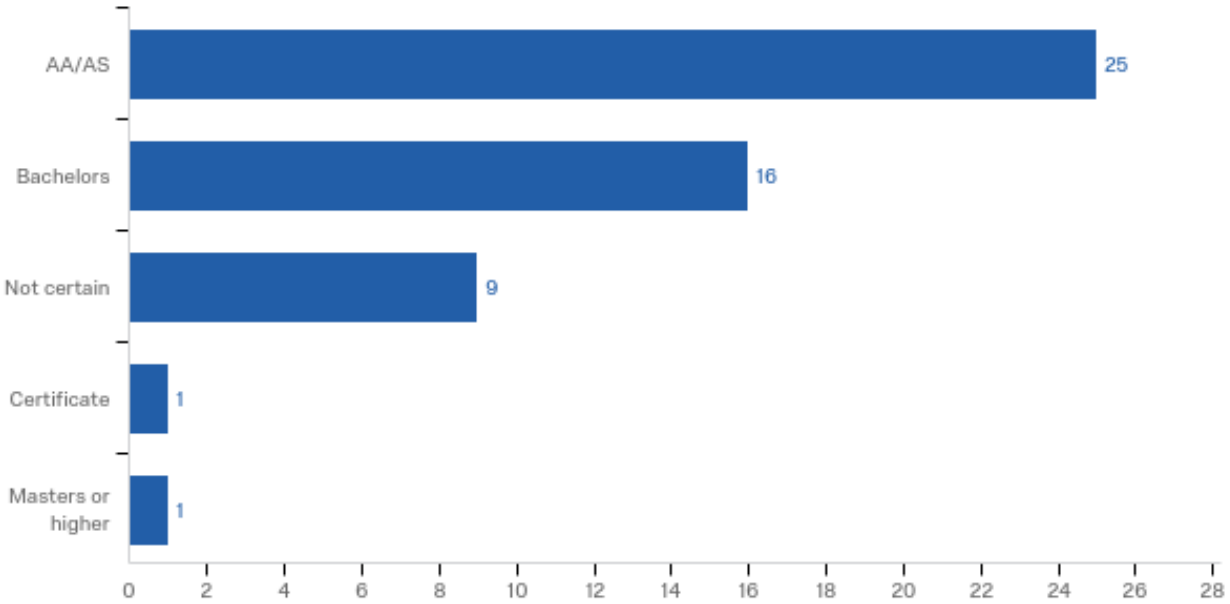
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	0-15 units	30%	8	22%	6	11%	3	7%	2	30%	8	27
2	16-30 units	33%	2	33%	2	0%	0	0%	0	34%	2	6
3	31-45 units	0%	0	0%	0	0%	0	50%	1	50%	1	2
4	46-60 units	30%	3	10%	1	20%	2	10%	1	30%	3	10
5	61 or more units	40%	10	20%	5	4%	1	24%	6	12%	3	25

Q10 - In how many units are you currently enrolled?



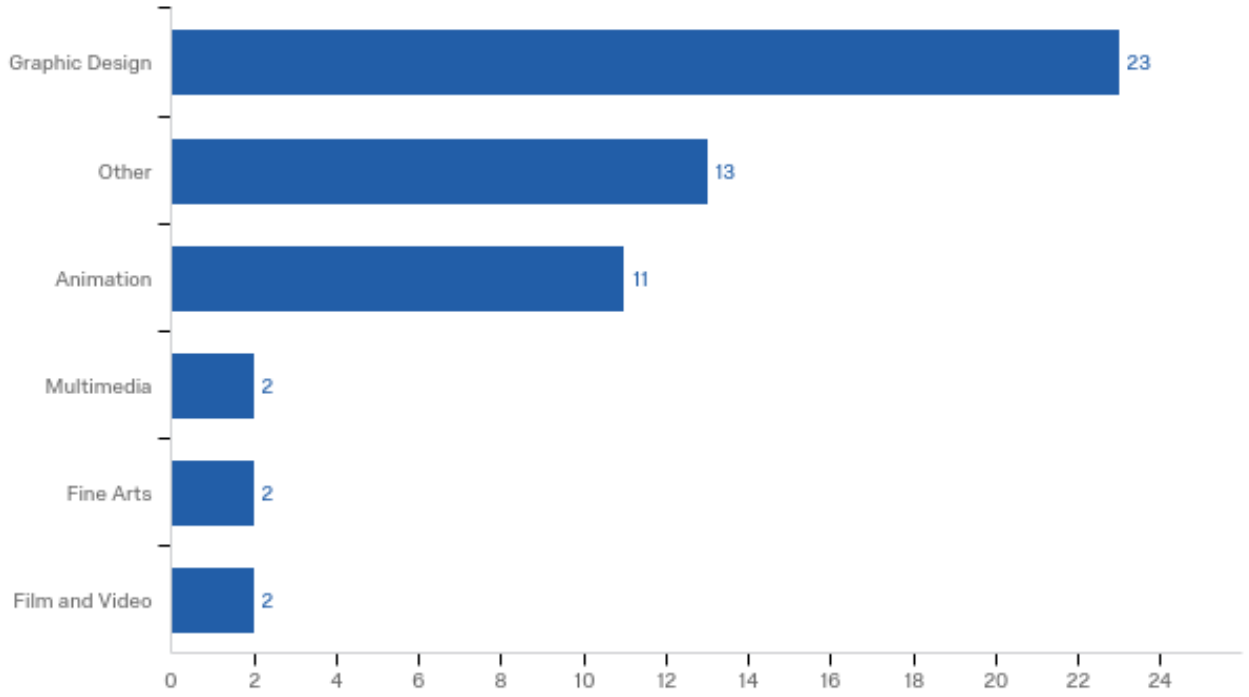
#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	less than 5 units	38%	3	25%	2	0%	0	13%	1	26%	2	8
2	5 - 8.5 units	25%	5	30%	6	5%	1	10%	2	30%	6	20
3	9 - 11.5 units	56%	5	11%	1	11%	1	11%	1	11%	1	9
4	12 or more units	30%	10	15%	5	12%	4	18%	6	24%	8	33

Q11 - What is your final academic goal?



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	Certificate	50%	1	0%	0	50%	1	0%	0	0%	0	2
2	AA/AS	32%	12	16%	6	10%	4	13%	5	29%	11	38
3	Bachelors	28%	5	39%	7	6%	1	11%	2	17%	3	18
4	Masters or higher	100%	1	0%	0	0%	0	0%	0	0%	0	1
5	Not certain	40%	4	10%	1	0%	0	20%	2	30%	3	10

Q13 - What is your major?



#	Question	GRPH 108 Design 1 on the Computer		GRPH 110 Intro to Graphics		GRPH 112 Electronic Imagery		GRPH 117 Typography		GRPH 118 Intro to Web Graphics		Total
1	Graphic Design	28%	9	16%	5	6%	2	22%	7	28%	9	32
2	Multimedia	17%	1	0%	0	34%	2	17%	1	34%	2	6
3	Animation	64%	7	0%	0	18%	2	9%	1	9%	1	11
4	Fine Arts	0%	0	100%	2	0%	0	0%	0	0%	0	2
5	Film and Video	67%	2	0%	0	0%	0	33%	1	0%	0	3
6	Other	25%	4	44%	7	0%	0	0%	0	32%	5	16

Data Analysis
Program Statistics

2017-2018 Program Review Data

Graphics

If you need to explore you data further please access the publically available Tableau Reports at http://www.hancockcollege.edu/institutional_effectiveness/data.php .

For any further questions, you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu .

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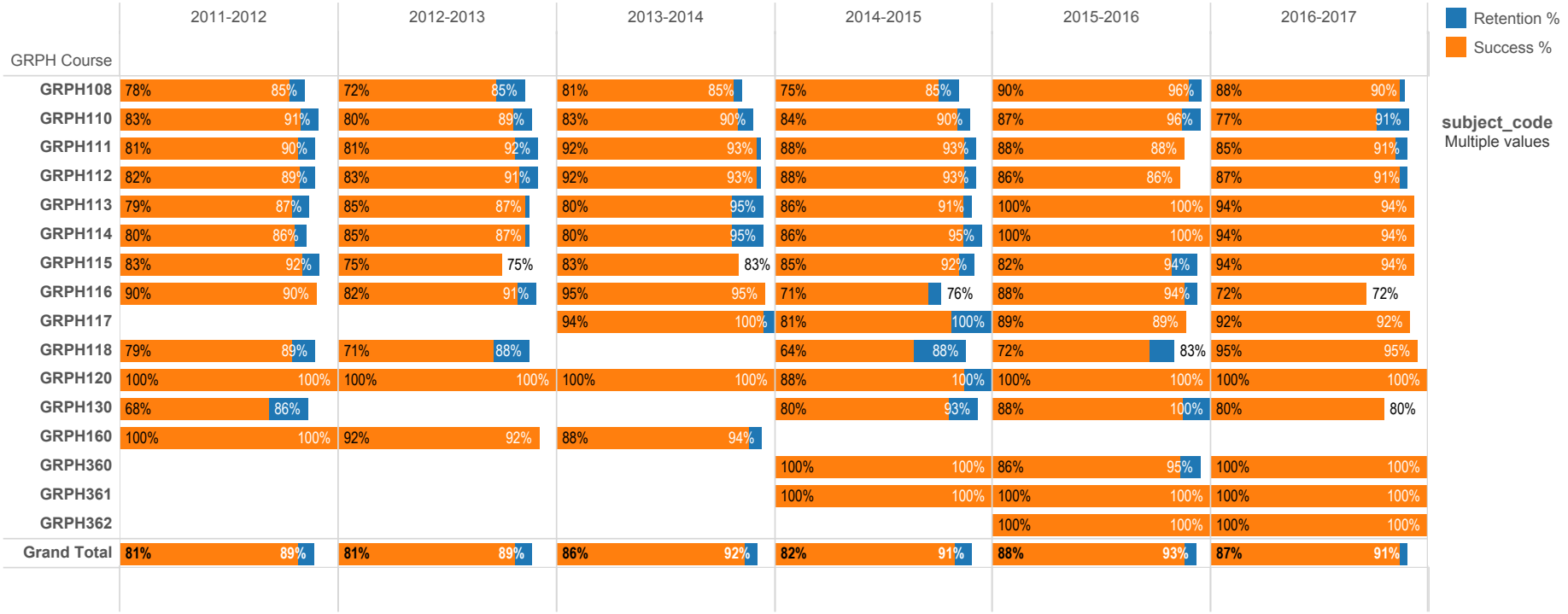
ART & GRPH: OUTCOMES

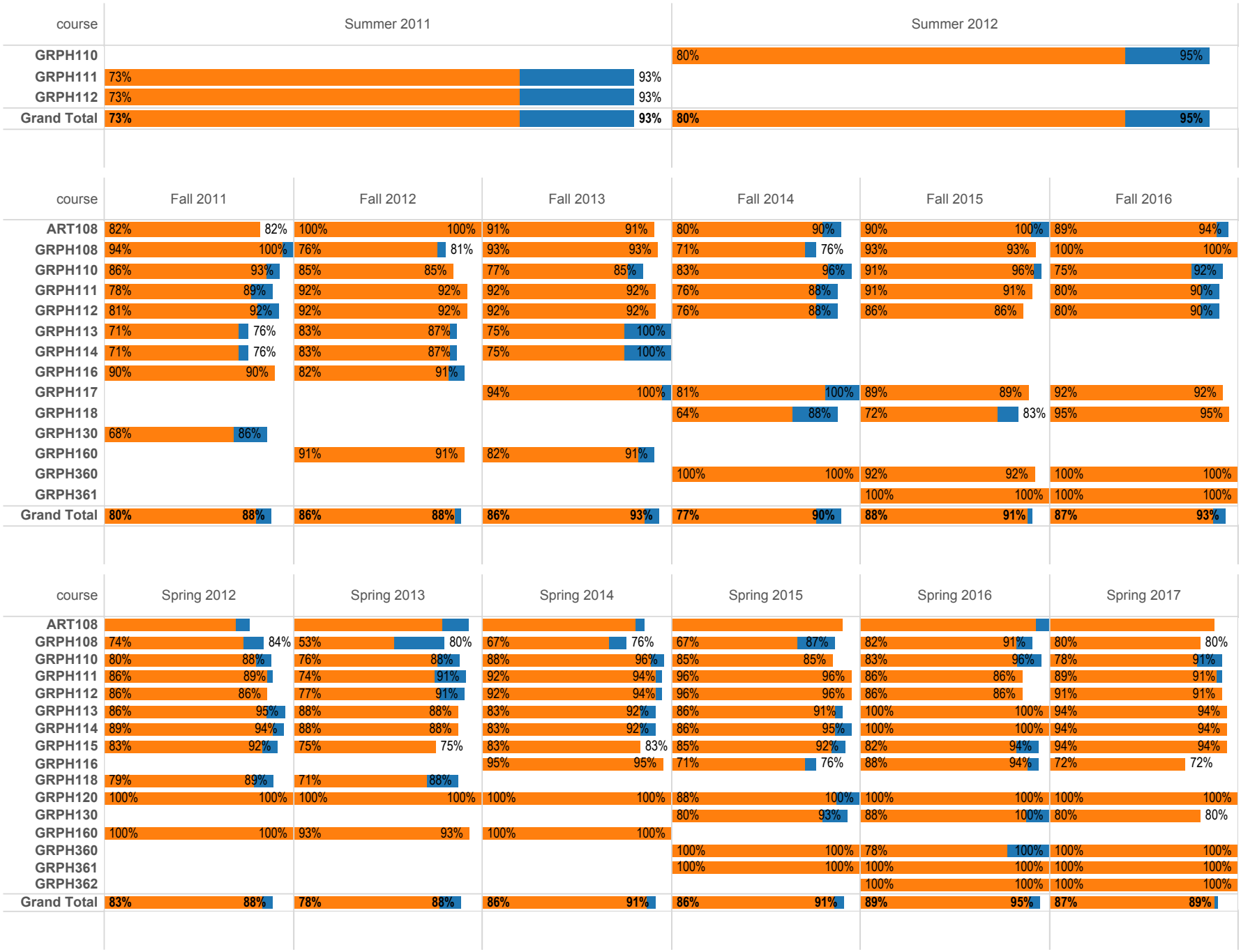
	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Sections_	2.0	8.0	13.0	1.0	8.0	12.0	8.0	13.0	7.0	12.0	8.0	13.0	8.0	15.0
Headcount	15	124	155	20	109	142	102	136	88	116	84	108	83	111
Enrollment	30	184	243	20	180	249	160	236	133	209	141	192	138	213
retained	28	162	215	19	159	220	149	215	120	191	128	182	129	190
Retention %	93.3%	88.0%	88.5%	95.0%	88.3%	88.4%	93.1%	91.1%	90.2%	91.4%	90.8%	94.8%	93.5%	89.2%
success	22	147	202	16	154	193	137	204	102	180	124	170	120	186
Success %	73.3%	79.9%	83.1%	80.0%	85.6%	77.5%	85.6%	86.4%	76.7%	86.1%	87.9%	88.5%	87.0%	87.3%
FTES	4.1	30.6	38.7	2.7	25.5	34.5	22.1	35.4	20.5	34.2	20.4	28.6	20.2	31.2



ALL AHC: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	1,220	357	1,184	1,214
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	11,341	4,354	12,111	11,636
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	28,153	8,305	29,268	28,161
Retention %	85.5%	86.7%	84.6%	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	89.4%	90.4%	88.0%	88.1%
Success %	74.3%	68.6%	69.1%	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	73.2%	79.6%	71.5%	74.0%
FTES	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	3,715	967	4,197	4,020

ART & GRPH: Retention & Success



ART & GRPH: DEMOGRAPHICS

subject_code
Multiple values

age_category	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	96	25	74	19	60	15	35	11	36	9	27	7
20-24	86	27	78	23	84	23	75	24	75	23	82	26
25-29	23	8	28	8	20	6	19	6	17	5	16	5
30-34	9	3	11	3	6	1	13	4	9	4	14	5
35-39	10	3	8	2	5	2	2	0	6	2	5	2
40-49	10	3	9	2	14	6	12	5	4	2	6	2
50+	14	5	13	5	15	5	13	5	8	4	10	4

ETHNICITY	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	13	5	12	3	8	2	9	2	7	2	3	1
Black	8	2	5	1	7	2	4	1	3	1	6	3
Filipono	8	2	6	2	7	3	9	2	6	2	7	2
Hispanic	109	31	99	28	98	27	83	29	73	22	73	20
Native Am	2	1	5	1	6	1	4	1			1	0
Pac Isl	2	0	1	0								
White	104	32	92	27	75	22	59	19	63	22	68	25

Gender	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	96	30	84	24	89	26	60	20	62	20	62	22
Male	150	44	136	38	112	31	108	34	90	29	95	29
Unknown											1	0

Enrollment Status	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	31	6	21	4	21	4	18	4	16	3	11	2
First Time Transfer	12	4	14	3	13	4	11	3	9	2	2	0
Continuing	170	49	143	41	131	39	138	44	119	40	140	45
Returning	24	6	41	9	30	6	12	3	12	3	10	3
NA	22	7	17	6	13	4			3	1	1	0
Unknown	1	0										
Grand Total	246	73	220	63	201	57	168	55	152	49	158	51

ALL AHC CREDIT: DEMOGRAPHICS

subject_code
All

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
age_category	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	4,349	2,778	4,318	2,784	4,221	2,720	4,268	2,742	4,527	2,758	5,797	3,013
20-24	6,375	3,402	6,362	3,337	6,302	3,417	6,121	3,441	6,054	3,341	5,695	3,354
25-29	2,631	1,117	2,564	1,029	2,497	1,100	2,584	1,182	2,555	1,118	2,433	1,242
30-34	1,597	541	1,585	514	1,520	508	1,542	563	1,533	528	1,377	570
35-39	1,021	334	950	291	978	317	944	320	969	292	919	353
40-49	1,416	422	1,324	382	1,253	378	1,212	400	1,261	356	1,037	372
50+	993	257	919	250	878	259	891	244	966	248	786	223

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	593	302	638	282	627	297	585	277	582	275	512	264
Black	658	339	625	342	634	327	617	340	673	359	583	326
Filipono	490	294	447	261	450	271	477	320	473	292	483	309
Hispanic	7,495	4,232	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873
Native Am	286	142	290	142	261	136	270	144	263	133	307	144
Other	6	1	2	0	1	0	5	1	2	0	4	1
Pac Isl	93	60	103	59	105	50	122	59	97	50	119	62
Unknown	35	4	5	0	2	0	7	1	3	0	6	2
White	7,844	3,477	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Gender	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,738	4,804	8,529	4,526	8,474	4,635	8,255	4,714	8,361	4,479	8,771	4,922
Male	8,753	4,039	8,674	4,058	8,283	4,061	8,450	4,174	8,645	4,159	8,343	4,182
Unknown	13	7	5	3	4	2	3	2	3	2	109	23

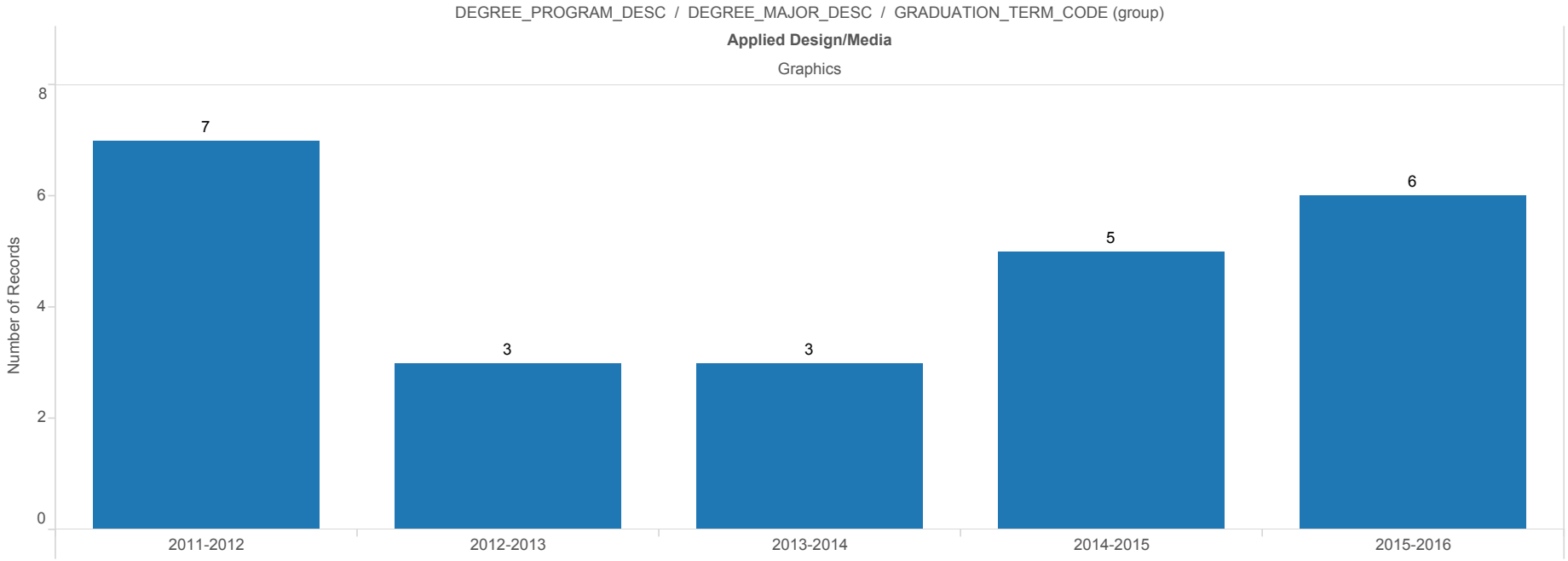
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Enrollment Status	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	2,804	972	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,778	1,194
First Time Transfer	2,538	546	3,096	695	2,871	681	2,408	598	2,634	616	2,111	541
Continuing	10,766	6,193	9,894	5,704	9,365	5,831	10,408	6,335	10,181	5,991	10,505	6,487
Returning	3,839	1,034	4,709	1,286	4,211	919	3,041	672	3,196	675	2,281	552
NA	474	90	475	94	505	96	560	107	935	173	2,260	353
Unknown	25	14	14	7	6	3	13	3	6	2	4	0
Grand Total	17,500	8,850	17,208	8,587	16,760	8,699	16,707	8,891	17,007	8,641	17,223	9,127

Applied Design/Media: Degrees & Certificates

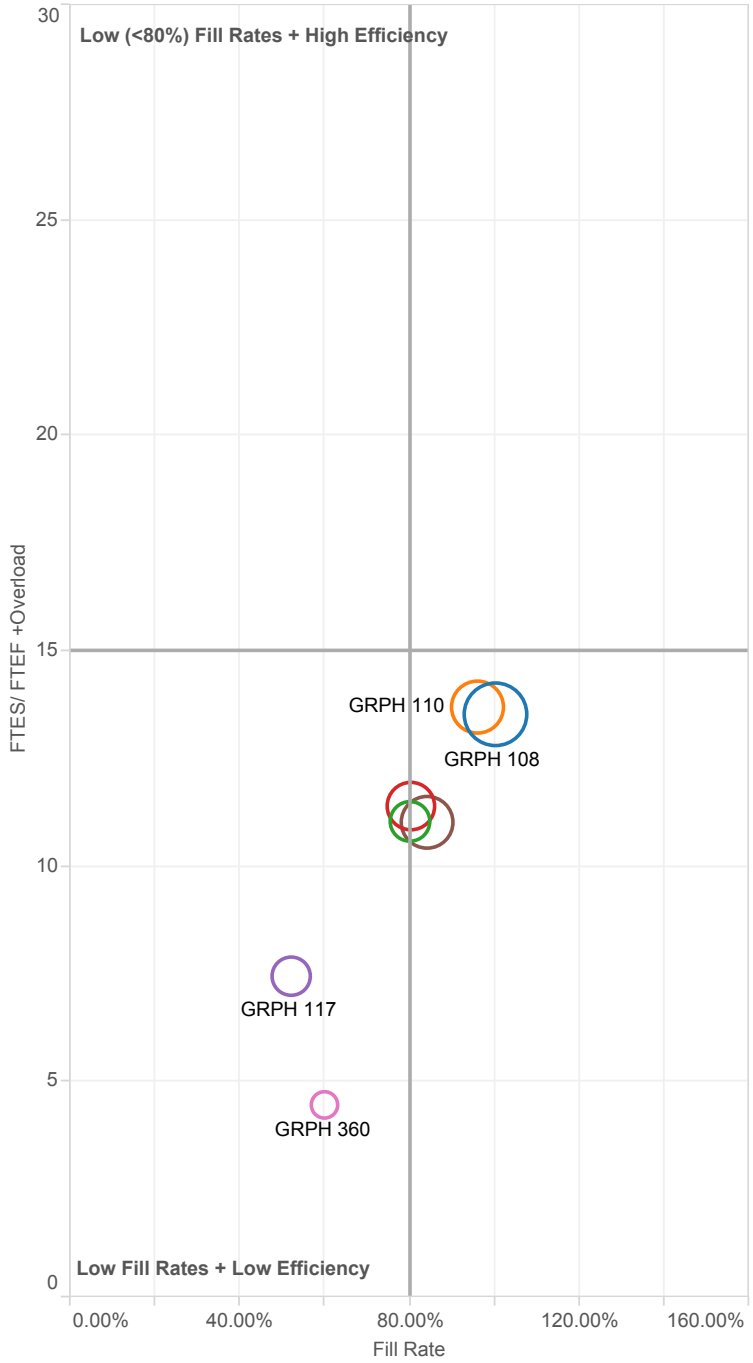
DEGREE_PROGRAM_DESC
Applied Design/Media

			GRADUATION_TERM_CODE (group)					
DEGREE_PRO..	**DEGREE_M..**	**DEGREE_CODE**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**Grand Total**
Applied Design/Media	Graphics	AS	7	3	3	5	6	24
	Total		7	3	3	5	6	24
Grand Total			7	3	3	5	6	24

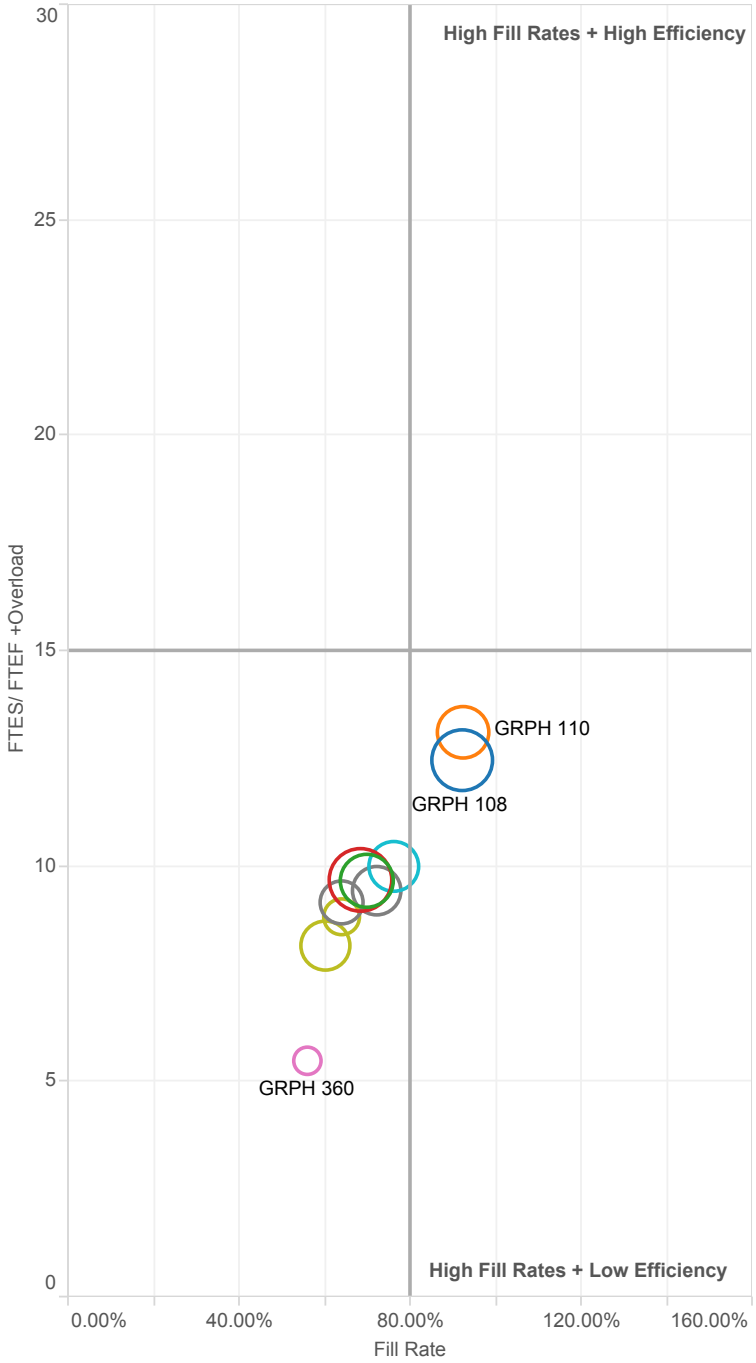
Degrees & Certificates



ART & GRPH: Course Efficiency - Fall 2016



ART & GRPH: Course Efficiency - Spring 2017



Subject Code
Multiple values

Totals Fall 2016

FTES/FTEF	10.74
FTES	20.20
FTEF	1.88
Fill Rate	79%
Max. GRPH Sections (c..	7.00
GRPH Avg Class Size ..	19.71
Day 1 Waitlist	0

Totals Spring 2017

FTES/FTEF	9.79
FTES	31.23
FTEF	3.19
Fill Rate	71%
Max. GRPH Sections (c..	12.00
GRPH Avg Class Size ..	17.50
Day 1 Waitlist	3

Efficiency is the ratio of FTES to FTEF or 'how many FTES are generated per FTEF'.

The threshold for efficiency is 15 and the threshold for fill rate is 80%

If courses have similar data the circles will overlap

ART & GRPH: Course Efficiency

AcademicYear	Term Code - Desc	Division Desc	GRPH Course	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment ..	Fill Rate	Day 1 Waitlist	Demand Ratio
2016-2017	Fall 2016	Fine Arts	GRPH 108	13.53	5.18	0.38	25.0	25.0	100%	0.0	100%
			GRPH 110	13.70	3.57	0.26	24.0	25.0	96%	0.0	96%
			GRPH 111	11.02	2.07	0.19	20.0	25.0	80%	0.0	80%
			GRPH 112	11.41	2.98	0.26	20.0	25.0	80%	0.0	80%
			GRPH 117	7.42	1.94	0.26	13.0	25.0	52%	0.0	52%
			GRPH 118	11.02	3.54	0.32	21.0	25.0	84%	0.0	84%
			GRPH 360	4.47	0.92	0.21	15.0	25.0	60%	0.0	60%
	Spring 2017	Fine Arts	GRPH 108	12.45	4.77	0.38	23.0	25.0	92%	1.0	96%
			GRPH 110	13.13	3.43	0.26	23.0	25.0	92%	2.0	100%
			GRPH 111	9.65	3.63	0.38	35.0	50.0	70%	0.0	70%
			GRPH 112	9.70	5.06	0.52	34.0	50.0	68%	0.0	68%
			GRPH 113	9.13	2.38	0.26	16.0	25.0	64%	0.0	64%
			GRPH 114	8.82	1.66	0.19	16.0	25.0	64%	0.0	64%
			GRPH 115	9.97	3.20	0.32	19.0	25.0	76%	0.0	76%
			GRPH 116	9.44	3.03	0.32	18.0	25.0	72%	0.0	72%
			GRPH 130	8.16	3.11	0.38	15.0	25.0	60%	0.0	60%
			GRPH 360	5.48	0.96	0.18	14.0	25.0	56%	0.0	56%
Grand Total				10.14	51.43	5.07	351.0	475.0	74%	3.0	75%

ART & GRPH: FTEF, FTES, Efficiency

Subject
Multiple values

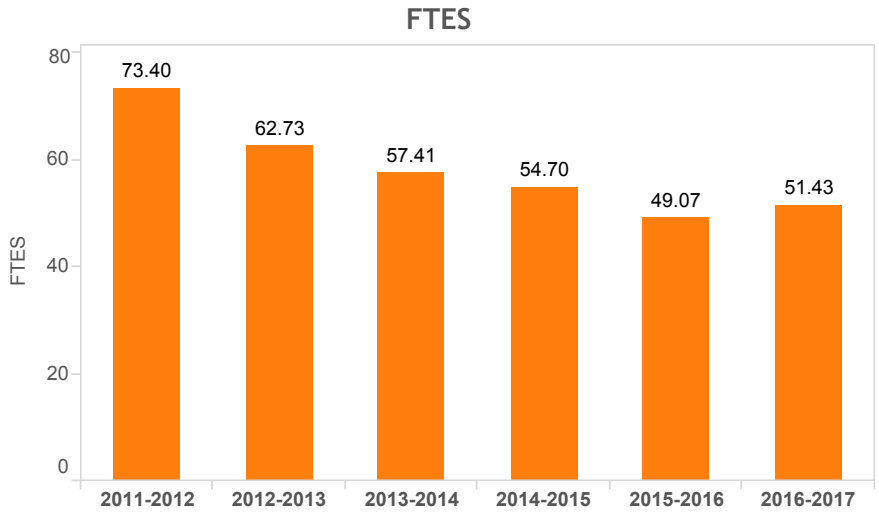
Subject__
Multiple values

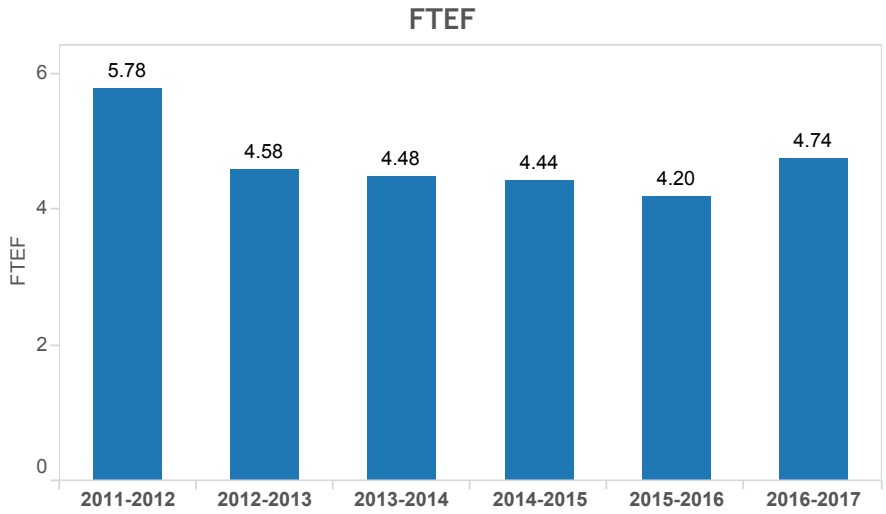
Academic Year
Multiple values

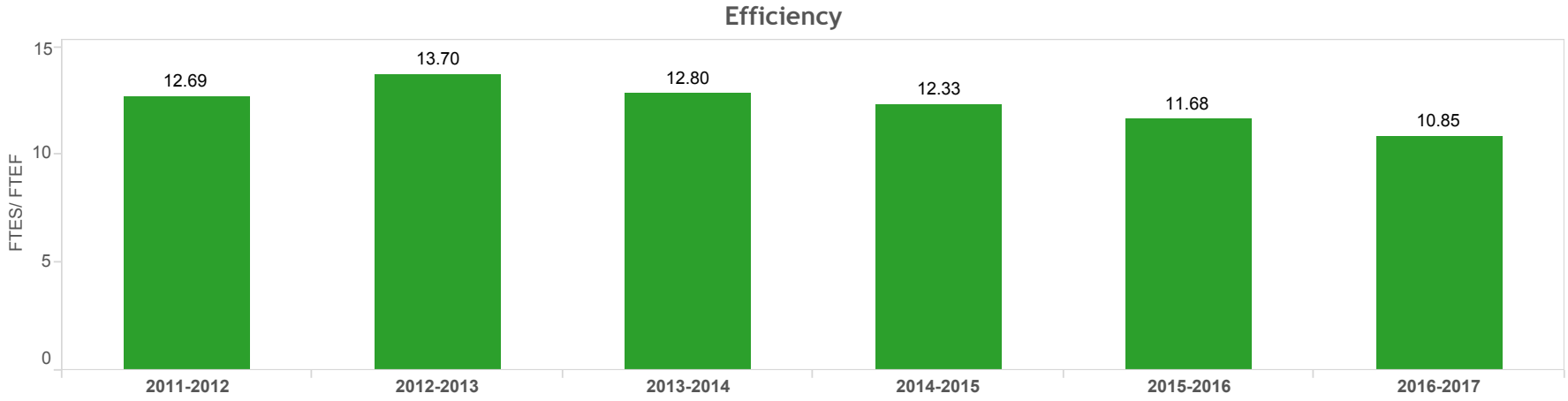
Course
Multiple values

Academic Year

2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF
5.783	73.40	12.69	4.578	62.73	13.70	4.484	57.41	12.80	4.435	54.70	12.33	4.201	49.07	11.68	4.741	51.43	10.85







All: FTEF by Faculty Type

If multiple faculty teach the same course the TOTAL section count may not equal the SUM of sections shown

Subject_
All

Academic Year
Multiple values

Academic Year

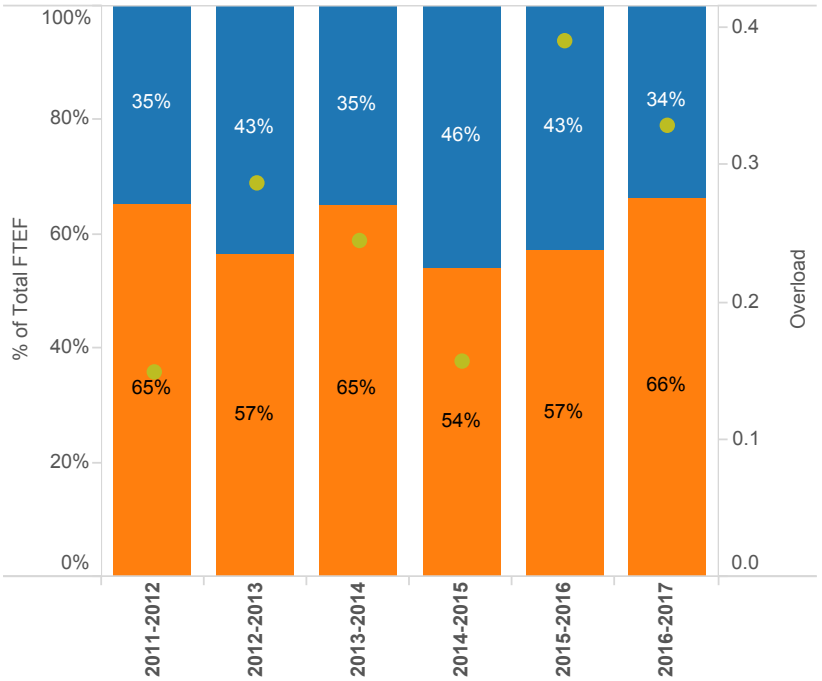
	2011-2012				2012-2013				2013-2014			
Faculty Type	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
Instructional - FT	2.000	0.150	1.00	8.00	1.987	0.288	1.00	10.00	1.564	0.246	1.00	8.00
Instructional - PT	3.783	0.000	5.00	18.00	2.591	0.000	5.00	13.00	2.920	0.000	6.00	16.00
Grand Total	5.783	0.150	6.00	26.00	4.578	0.288	6.00	23.00	4.484	0.246	7.00	24.00

Academic Year

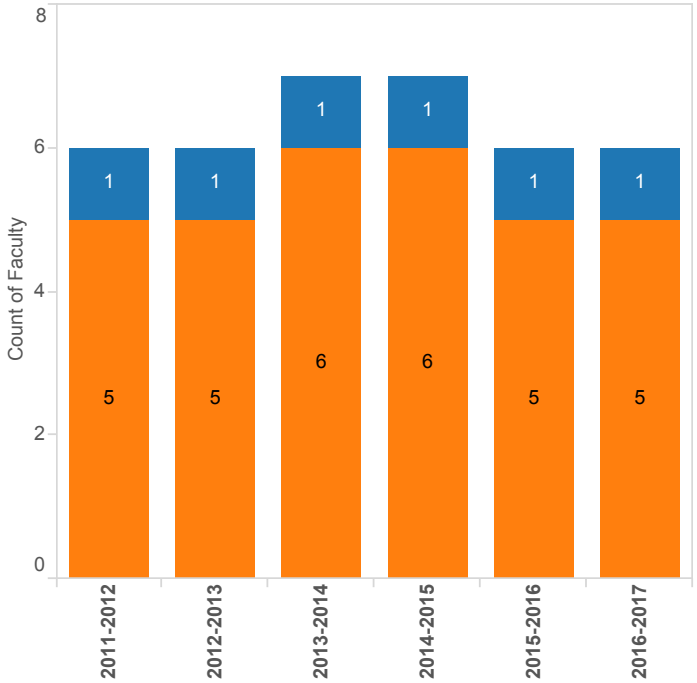
	2014-2015				2015-2016				2016-2017			
Faculty Type	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
Instructional - FT	2.039	0.158	1.00	10.00	1.800	0.391	1.00	9.00	1.600	0.330	1.00	8.00
Instructional - PT	2.396	0.000	6.00	12.00	2.401	0.000	5.00	14.00	3.141	0.000	5.00	17.00
Grand Total	4.435	0.158	7.00	21.00	4.201	0.391	6.00	23.00	4.741	0.330	6.00	25.00

All: % of Total FTEF, Overload

Bar = % FTEF
Circle = Overload



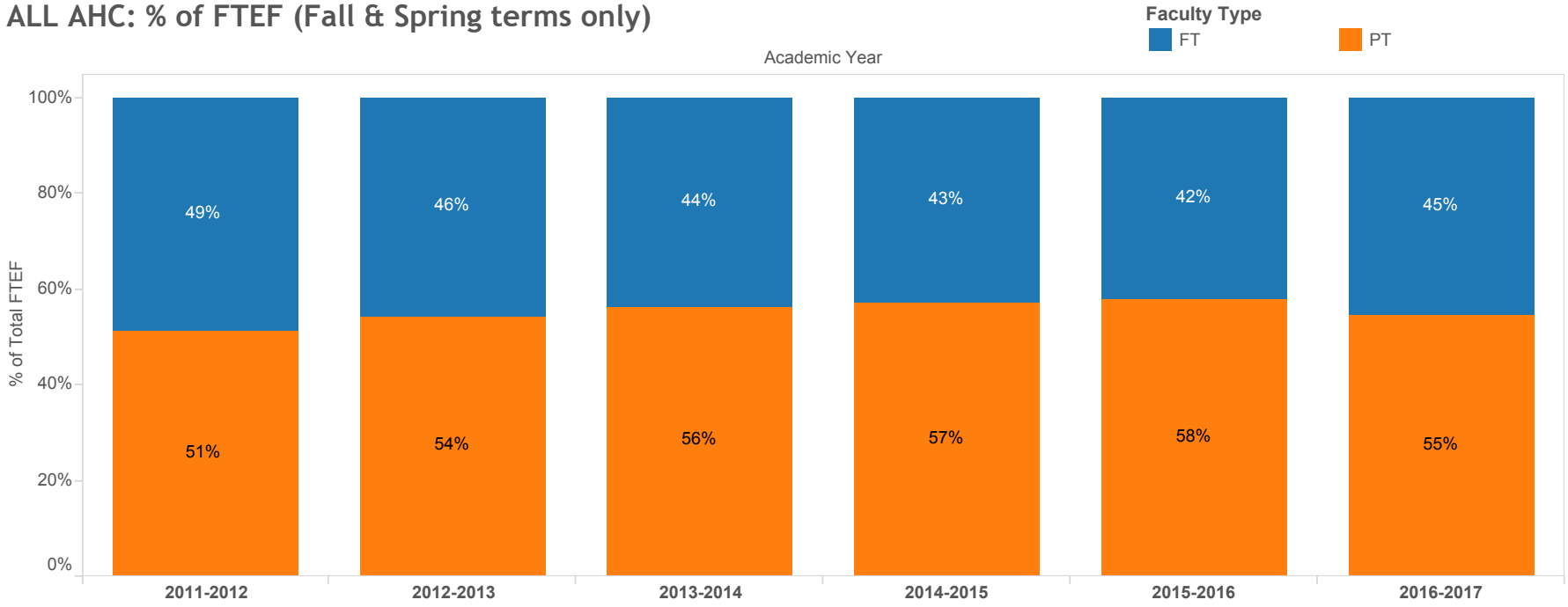
All: Count of Faculty Type



ALL AHC: FTEF by Faculty Type

		Academic Year						
Instruction Type	**Faculty Type_**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Instructional	FT	233.5	226.1	222.3	221.5	211.1	219.2	235.5
	PT	325.5	282.5	308.9	334.9	358.5	379.7	356.5
	Total	558.9	508.6	531.2	556.4	569.6	598.9	592.0
NonInstructional	FT	47.8	45.5	51.5	55.4	68.3	70.9	74.1
	PT	24.3	25.6	30.8	30.4	35.5	37.4	36.3
	Total	72.1	71.0	82.3	85.8	103.8	108.3	110.4
Grand Total		631.1	579.6	613.4	642.2	673.4	707.2	702.4

ALL AHC: % of FTEF (Fall & Spring terms only)



Status of Articulation of Courses

AHC Graphic Design Articulation to CSU's Plan

updated 4/28/2015

SUMMARY

11 AHC Courses total with possible articulation apreements to CSU's

14 CSU's with Graphic Design Degrees

Researched 45 CCC's with degree in Graphics with articulation agreements with CSU's

AHC Courses	CCC's	CSU's
Graphic Design Courses		
GRPH 108 / ART 108 Design 1 on the Computer		
GRPH 110 Introduction to Graphic Design		
GRPH 112/111 Digital Imagery & Lab		
GRPH 113/114 Digital Illustration & Lab		
GRPH 115 Design for Publishing		
GRPH 116 Digital Portfolio		
GRPH 117 Typography		
GRPH 118 Intro to Web Graphics		
GRPH 120 Advanced Design for Publishing		
GRPH 127 History of Graphic Design		
GRPH 130 3D Modeling for Production		

Course	CSUSB	CSUDH	CPSLO	CSUCI	HSU	CSUC	CSUEB	SDSU	CSUF	CSULA	CSUFULL	CPP	CSUN	CSULB	SJSU	CSUST	CSU SAC	Total
GRPH 108 / ART 108 Design 1 on the Comp	ART 120	ART 170	ART106		ART 10	ARTS 12	ART 281	ART 101		ART 103	ART 103	ART 150	ART 140	DESN 120	ART 12	ART 101	GPHD 25	15
GRPH 110 Introduction to Graphic Design	ART 232		ART 237	ART 204	ART 10	CDES 28	ART 202	ART 24	CSCI 72	ART 180	ART 223B	ART 252	ART 244	ART 149	DSGD 8	ART 105	GPHD 5	16
GRPH 112/111 Digital Imagery & Lab	ART 238		ART 183	ART 108		ARTS 25	ART 202	ART 240				ART 255	ART 200	ART 149	DSGD 8	ART 104	ART 97	12
GRPH 113/114 Digital Illustration & Lab	ART 123		ART 183	ART203		CDES 283						ART 155A		ART 149	DSGD 8	ART 104	GPHD 10	9
GRPH 115 Design for Publishing	ART 238			ART 204	JMC 15	CDES 281				ART 181		COM 206						6
GRPH 116 Digital Portfolio																		0
GRPH 117 Typography			ART 238			CDES 131		ART 242			ART 223A	ART 251	ART 243	ART 223	DSGD 99			8
GRPH 118 Intro to Web Graphics	IST 160					CDES 22	ART 2830		CSCI 30				ART 201					5
GRPH 120 Advanced Design for Publishing																		0
GRPH 127 History of Graphic Design			GRC 101							ART 237			JOUR 250		MCOM	ART 252	GPHD 20	6
GRPH 130 3D Modeling for Production	ART 124														ANI 50			2

GRC 201

GRC 218

ART 130 ANI 51A

From: **Nancy Jo Ward** njwarddesign@comcast.net
Subject: Articulation Agreement Requests for Graphics
Date: April 29, 2015 at 3:03 PM
To: David P Degroot ddegroot@hancockcollege.edu

NW

Hi Dave,
Whew. Attached is a spreadsheet that is the result of ASSIST research done this semester to get our Graphic Design courses to articulate with the CSU's that have Graphic Design programs. 95% of the courses on this list already have articulation agreements with other CCC's.

I have attached the COR's for our Graphics classes.

Also attached is a booklet about our Graphics Program that has information about our program and sample student art.

Let me know what else you need to proceed with requesting articulation with the CSU's on my list.

Take Care,
Nancy Jo

AHC Graphics to CSU...015.xls

GRPH 108 COR.pdf

GRPH 110 COR rev 10-28.pdf

GRPH 111 COR rev 10-28.pdf

GRPH 112 COR rev 10-28.pdf

GRPH 113 COR rev 10-28.pdf

GRPH 114 COR rev 10-28.pdf

GRPH 115 COR rev 10-28.pdf

GRPH 116 COR rev 10-28.pdf

GRPH 117 COR new.pdf

GRPH 118 COR rev 10-28.pdf

GRPH 120 COR rev 10-28.pdf

GRPH 130 COR rev 10-28.pdf

Graphics Progra...es.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 1:02 PM
To: Cheryl Pugh Cheryl.Pugh@calstatela.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Cheryl,

Hope is going well with you this semester.

Please see attached articulation request memo and corresponding course outlines of record. In a few requests our graphics faculty would like to request additional course articulations for courses that have already been articulated.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU Los Angeles.doc
S14 ART 112 - Course...ine.pdf
S14 ART 122.pdf
F17 GRPH 108.pdf
F11 GRPH 110.pdf
F16 GRPH 118.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:56 PM
To: Erica Lassen elassen@mail.fresnostate.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Erica,

Hope all is going well with you, especially the ASSIST Next Gen transition!

Please see the attached articulation request memo and corresponding courses outlines of record. In one case, we'd like to add to a current articulation.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU Fresno.doc

S14 ART 107.pdf

F17 GRPH 108.pdf

F11 GRPH 110.pdf

F17 GRPH 111.pdf

F17 GRPH 112.pdf

F17 GRPH 130.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:51 PM
To: Janet.Rizzoli@csuci.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Janet,

Hope all is well at Channel Islands. All good up here in your Central Coast. ☺

Please see our articulation request memo from our graphics faculty and corresponding course outlines of record.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU Channel Islands.doc

F17 GRPH 113.pdf

F17 GRPH 114.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:42 PM
To: kmmaas@csuchico.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Kara,

Please see the attached articulation request memo. There are a few requests that we have currently articulated, but would like to add graphic articulations to. All the corresponding course outlines of records are attached as well.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU Chico.doc
F17 GRPH 108.pdf
F11 GRPH 110.pdf
F17 GRPH 111.pdf
F17 GRPH 112.pdf
F17 GRPH 113.pdf
F17 GRPH 114.pdf
S16 GRPH 115.pdf
F16 GRPH 118.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:39 PM
To: José Lozano jllozano@cpp.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Jose,

Hope you have had a great fall semester . . . almost over!

Please see the attached articulation request for a few of your ART courses from our graphics faculty. Corresponding course outline of records are attached as well.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CPP.doc

F17 GRPH 111.pdf

F17 GRPH 112.pdf

S16 GRPH 115.pdf

F12 GRPH 117.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:33 PM
To: Stuart A. Fryer sfryer@calpoly.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hey Stuart,

Holidays almost here! I've got a few articulation requests from our graphics faculty – see attached articulation request memo and corresponding course outlines of record.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CPSLO.doc

F11 GRPH 110.pdf

F17 GRPH 111.pdf

F17 GRPH 112.pdf

F17 GRPH 113.pdf

F17 GRPH 114.pdf

S16 GRPH 115.pdf

F12 GRPH 117.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:27 PM
To: Cynthia Turner (cturner@csudh.edu) cturner@csudh.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Cynthia,

Please see the attached articulation request memo and corresponding courses outlines of records.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU Dominguez Hills.doc

S14 ART 160 Course…ine.pdf

S14 ART 164.pdf

F17 GRPH 108.pdf

From: **David P Degroot** ddegroot@hancockcollege.edu
Subject: Articulation Request
Date: November 30, 2017 at 12:05 PM
To: Alison Wiles AWiles@csusb.edu
Cc: Nancy J Ward nward@hancockcollege.edu

DD

Hi Alison,

Please see the attached articulation request memo and corresponding course outlines of record. Our graphics faculty would like to add, in one articulation , and change a current articulation in another articulation, as well as, request a new articulation review.

Thanks,

Dave

Dave DeGroot
Articulation Officer
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

CSU San Bernardino.doc

F17 GRPH 108.pdf

F17 GRPH 111.pdf

F17 GRPH 112.pdf

F16 GRPH 118.pdf

Verification of Course Review

COURSE REVIEW VERIFICATION

Discipline: Fine Arts Year: 2017, 2018

Program/Discipline Applied Design/Media: Graphics

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

The following course outlines are satisfactory as written and do not require modification (list all such courses):

GRPH 108, GRPH 110

The following courses require minor modification to ensure currency. Minor modifications were completed in Fall 2017 and Fall 2018 .

Textbook changes are required in the following courses: GRPH 111,112,113, 114, 115, 116 117, 118 120, 130

The following courses require major modification. The self-study team submitted modifications to the AP&P committee, Fall 2017: GRPH 115, 125, 120, 121, 127; Certificates of Achievement were proposed in Graphics, Multimedia and Animation

Proposals to split GRPH 115 and 120 into separate lecture and lab courses was submitted Fall 2017 – GRPH 115/125 and GRPH 120/121. GRPH 115 and GRPH 120 were approved locally spring 2018. GRPH 121 and 125 are in the process of being approved locally and should be approved by the Chancellor's office Spring 2019.

GRPH 129 is a new course was proposed in Fall 2017 to align with a core course in the Graphics ADT. It is an elective in the AS Degree and was approved by the Chancellors office spring 2018.

GRPH 127 has been modified to be an DL course and is in the process of being approved locally and should be approved by the Chancellor's office spring 2019.

GRPH 118 – was modified to reflect changes in the web design industry.
GRPH 116 – was modified to reflect changes in the web design industry.

GENERAL EDUCATION
The following courses were reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number): GRPH 108, GRPH 110, GRPH 127, GRPH 129

GENERAL EDUCATION
The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions.

In Fall 2018, the Graphics Program AS Degree has been modified to reflect new course proposals and interest specific options with the electives. The Web Design Certificate of Achievement was modified. A new Certificate of Achievement has been proposed. A new Certificate of Accomplishment has been proposed.

Course Review Team Members:

Nancy Jo Ward, Faculty — 12/18/18 (Date)

Signature AP&P Chair — 12/19/2018 (Date)

Signature Academic Dean — 12/20/18 (Date)

Appendices

Approved Course Outlines of Record

ck College nward@hancockcollege.ed

curriQūnet

Curriculum | Reports | Approvals

ses

My Courses
My Institution

GRPH

Active,Approved

Title / Course #

Sea

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Course #	Title	Status	Created On	Re
129	GRPH 129 - Digital Tools for Visual Media	Approved	3/11/2017	
115	GRPH 115 - Digital Design and Publishing	Approved	10/26/2017	
110	GRPH 110 - Introduction to Graphic Design	Approved	11/21/2017	
117	GRPH 117 - Typography	Approved	12/4/2017	
117	GRPH 117 - Typography	Active	2/14/2012	
120	GRPH 120 - Advanced Design for Publishing	Active	10/24/2011	
118	GRPH 118 - Introduction to Web Graphics	Active	10/24/2011	
115	GRPH 115 - Digital Design and Publishing	Active	10/24/2011	
108	GRPH 108 - Design 1 On The Computer	Active	10/24/2011	
114	GRPH 114 - Digital Illustration Lab	Active	3/1/2017	
360	GRPH 360 - Applied Design Graphics Lab 1	Active	3/1/2017	
112	GRPH 112 - Digital Imagery	Active	3/1/2017	
111	GRPH 111 - Digital Imagery Lab	Active	3/1/2017	
113	GRPH 113 - Digital Illustration	Active	3/1/2017	
130	GRPH 130 - 3D Modeling For Production	Active	3/1/2017	
116	GRPH 116 - Digital Portfolio	Active	3/1/2017	
361	GRPH 361 - Applied Design Graphics Lab 2	Active	3/2/2017	
362	GRPH 362 - Applied Design Graphics Lab 3	Active	3/2/2017	

Board Approval: 04/15/1997
PCA Established:
DL Conversion:
Date Reviewed: Spring 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Art (Masters Required) or Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 108
Catalog Course Title: Design 1 On The Computer
Banner Course Title: Design 1 On The Computer

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	4.000	64.0 - 72.0	1.0
Total Hours	6.0	96.0 - 108.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A basic study of visual design elements and principles, using the computer. This course is not open to students who are enrolled in or have received credit for Art 108.

Course Content

Lecture

1. Introduction
    a. definition and philosophy of design
    b. the emergence of the computer as a design tool
    c. form, content, and expression in the visual arts and design
    d. craft: a professional attitude
    e. introduction to form analysis
    f. introduction to idea production
    g. the importance of abstraction in design projects
2. Working With Computer Graphics Applications
    a. general graphics application concepts (vector, bitmap, publishing)
    b. color depth and display
    c. managing graphics files
    d. graphics software tools
3. Visual Elements
    a. the importance of color
    b. line
        i. line as object
        ii. line as edge
        iii. line as surface
    c. shape
        i. constancy of shape
        ii. geometric and biomorphic
        iii. figure ground relationships
    d. texture
4. Implied Visual Forces (point, line, plane, volume)
5. General Concepts
    a. focus/contrast
    b. diffusion/similarity
6. 2D Visual Mechanics
    a. structure
        i. static and dynamic
        ii. symmetry and structure
        iii. Fibonacci Series and the Golden Section
    b. pattern
        i. regular and irregular pattern
        ii. symmetry operations (translation, reflection, rotation, offset reflection)
        iii. repetition and visual resonance
    c. progression
        i. point progression
        ii. line progression
    d. orientation/position
        i. weight
        ii. stability
        iii. movement
    e. dominance
        i. contrasts
        ii. subordination
        iii. multiple areas of focus
    f. color
        i. three dimensions of color
            A. hue
            B. value
            C. saturation
        ii. color systems
            A. RGB
            B. CMYK
        iii. color strategies

A. achromatic
B. monochromatic
C. analogous
D. complementary strategies
E. full spectrum strategies

7. Portfolio Design
    a. page design
    b. continuity
    c. type and image

Course Objectives

At the end of the course, the student will be able to:

1. use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
2. create alternatives and variations of designs that meet project criteria systematically.
3. present project designs in group critiques and modify designs based on critical feedback.
4. create a series of projects that illustrate design concepts using computer applications.
5. create a clearly organized presentation of course assignments.

Methods of Instruction

- **Lab**
- **Lecture**

Outside Assignments

- **Outside Assignments**
    1. Idea production: students will develop drawings of many alternatives and variations for each project.
    2. Form analysis: students will analyze the visual forces in art and design works using form vocabulary.
    3. Projects: students will create a unified presentation of projects illustrating various visual mechanics. The projects will be accompanied by appropriate examples of art and design.

Methods of Evaluation

- **Quizzes**
- **Portfolios**
- **Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**
- **Class Performance**
- **Other**
    1. Evaluation is based on periodic critiques, mid-semester portfolio review, and final portfolio review by the instructor.
    2. Students are evaluated on the written work in their notebooks which include lecture, demonstration, and discussion notes as well as idea production notes for every project.
    3. Factors in evaluation include attendance, participation in critiques, completion of assignments, appropriateness of design solutions, craft, and portfolio continuity.

Adopted Texts and Other Instructional Materials

Textbooks

1. Harvey, E. *Handbook of Visual Mechanics* Edition: current 2016

Other Texts

1. Magazines: art magazines such as Art in America; design magazines such as Graphics; computer graphics magazines such as Computer Artist.
2. Color books such as Itten, Johannes. The Art of Color.
3. Art books on individual artists such as Rembrandt, Escher, Paschke, Picasso, etc.
4. Examples of multimedia interface design.
5. Handbook of Visual Mechanics, Harvey

Instructional Materials

1. Removable computer disk

Student Learning Outcomes

1. GRPH108 SLO1 - Production of computer compositions that demonstrate an exploration of a variety of elements and principles of design.

Distance Learning

This course is not Distance Learning.

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Board Approval:
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 110
Catalog Course Title: Introduction to Graphic Design
Banner Course Title: Intro To Graphic Design

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	1.500	24.0 - 27.0	0.5
Total Hours	4.0	64.0 - 72.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Advisories
ART 110 Design 1
or

Advisories
GRPH 108 Design 1 On The Computer
or

Advisories
ART 108 Design 1 on the Computer
or

Advisories
PHTO 110 Basic Photography

Entrance Skills

Upon entering this course, the student should be able to:

ART 110 - Design 1

- use a vocabulary of design terms in the oral and written analysis of works to help articulate comprehension of the basic elements, including line, shape, texture, value, color and spatial illusion; and principles of design, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement;.
- evaluate and critique examples of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities.
- create clean and neat projects using brushes, paint, paper cutting tools, adhesives, and tape.
- Independently produce visual compositions and problem-solving projects utilizing conceptual and formal approaches in two-dimensional design that successfully incorporate the basic elements and organizing principles of two-dimensional art;
- create a clearly organized portfolio of course projects.

GRPH 108 - Design 1 On The Computer

- use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
- create alternatives and variations of designs that meet project criteria systematically.
- present project designs in group critiques and modify designs based on critical feedback.
- create a series of projects that illustrate design concepts using computer applications.
- create a clearly organized presentation of course assignments.

PHTO 110 - Basic Photography

- produce negatives demonstrating skill and understanding in the use of the camera, exposure meter and the mechanics of processing of film.
- differentiate between different types of negatives including underexposed or overexposed negatives, analyzing their probable cause.
- demonstrate the ability to successfully print from diverse types of negatives.
- employ different strategies of camera vision for solving visual problems involving the picture space.
- make contact prints, enlarged, spot, dry mount and window matt prints.
- critique and evaluate the technical and aesthetic content of individual bodies of work by reviewing and analyzing the work of other photographers.

Catalog Description

This course is an introduction to the theories, principles and processes of Graphic Design. Students develop visual communication skills and create digital artwork for printing, publishing and manufacturing industries. Topics include graphic design history; developing strong conceptual and production skills. Students work in a digital studio environment using Apple computers, current Adobe Creative Suite software and digital printing equipment.

Course Content

Lecture

1. Graphic Design Industry Overview

A. Brief history of Graphic Design

B. Careers in Graphic Design

II. Typography

A. type classifications

B. typographic form and communication

C. aesthetics of type

D. visual hierarchy

III. The Design Process

A. defining the message and target audience

B. research and brainstorming

C. concept development

IV. Visual Communication

A. design elements: point, line, plane, texture, depth, value, color, format

B. design principles: balance, rhythm, unity, emphasis, contrast, scale/proportion, time/motion

C. visual perception, visual flow, gestalt, and symbols

D. color systems and models, psychology of color

V. Industry Standards and Studio Practices for Graphic Designers

A. equipment and software; using Apple Macintosh computers, current Adobe Creative Suite software, scanners and digital input devices, and digital printers

B. professional practices and entrepreneurship

C. preparing artwork for various media and reproduction processes

Lab

1. Graphic Design Tools and Processes Overview

A. current software applications used in Graphic Design projects

B. ideation processes and iterations

C. technology utilized to complete design projects

Course Objectives

At the end of the course, the student will be able to:

1. create effective graphic design layouts by employing specific design concepts, tools and techniques.
2. produce graphic design projects specific to the client criteria and requirements of the manufacturing or publishing processes.
3. apply design principles (including unity/harmony, balance, scale/proportion, hierarchy, dominance/emphasis, similarity and contrast), design elements (including color, shape, texture, space, form and line) and graphic design fundamentals (including figure-ground, gestalt, stylization, simplification, substitution and visual simultaneity).
4. identify effective visual communication strategies through critique of professional graphic design and student work.
5. demonstrate proficiency in graphic design studio skills using Apple Macintosh computers, Adobe Creative Suite software and digital printers.

Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and Critiques

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Outside Assignments

- **Other Assignments**
  1. Various design projects are assigned during the semester and consist of sketched preliminary concepts, comprehensive layouts, and final designs that are executed to specific processes and tools, presented in critiques and submitted for evaluation. Sample Assignment: Develop a corporate logo/brand incorporating: Client Brief: Purpose and Scope of project; Target Market: Who are we trying to reach; Concept Development: Typographic Style, Color Scheme, Icon Development and Symbology; Design Process: Three Sketched Concepts: Consider use of Visual: movement, weight, contrast, pattern, rhythm, energy, gestalt, and color. Two concepts developed into vector artwork. One final design, printed, matted to professional standards and presented to class.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**
- **Other**
  Grades will depend upon attendance, participation, tests and submission of all required projects. Projects will be graded upon evidence of good design skills, creativity, craftmanship, and production of artwork to specific deadlines using graphics industry professional practices and technologies.

Adopted Texts and Other Instructional Materials

Textbooks

1. Robin, Williams *Non-Designer's Design Book* 2014

Other Texts

1. An assortment of craft projects including an X-acto knife, scissors, tape, ruler, mat boards, pencils, sharpie pens, tracing/marker paper and a 3-ring binder.
2. Optional learning resources: Graphic design magazines, journals and web site such as: Communication Arts, Print Magazine, AIGA books (American Institute of Graphic Arts-www.aiga.com)

Instructional Materials
None

Student Learning Outcomes

1. GRPH110 SLO1 - Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware.
2. GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.
3. GRPH110 SLO3 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

Distance Learning

This course is not Distance Learning.

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Board Approval: 03/15/1994
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 111
Catalog Course Title: Digital Imagery Lab
Banner Course Title: Digital Imagery Lab

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	3.0	48.0 - 54.0	1.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
Completion of or concurrent enrollment in

Prerequisite
GRPH 112 Digital Imagery

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 112 - Digital Imagery

- Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
- Incorporate text, photography, illustrations, color, and design within an digital format.
- Apply image processing techniques based on professional practices in publishing or reproduction

requirements.
- Evaluate effective image making techniques.

Catalog Description

This course teaches students how to construct, edit and process digital images using Adobe Photoshop software and Apple Macintosh computers, color scanners, and digital color printers for a variety of black/white and color projects. Students will explore creative solutions to assignments and utilize current technology to develop and process digital images for various industries including printing, digital publishing, photography, animation and video editing.

Course Content

Lecture

1. Introduction to digital imaging technologies in our lab
2. Basic graphic design processes and conceptual development
3. Image acquisition: Scanners, digital cameras and digital tablets
4. Resolution and file formats
5. Photoshop skills and project development
6. Printing, publishing and reproduction processes and requirements
7. Evaluation and Critiques

Course Objectives

At the end of the course, the student will be able to:

1. construct digital imagery with the use of color scanners, digital cameras, digital tablets, Adobe Photoshop software and Apple Macintosh computers.
2. incorporate text, photography, illustrations, color, and design within an digital format.
3. output/process imagery to the assigned presentation and/or production specifications of the project.
4. evaluate effective image making techniques.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and Critiques

Outside Assignments

- **Other Assignments**
  N/A

Methods of Evaluation

Students will be evaluated on attendance, appropriate use of the technology, and the completion of assigned technical and aesthetic investigations. Work will demonstrate a synthesis of materials and ideas presented in the course.

Adopted Texts and Other Instructional Materials

Textbooks

1. Adobe Press *Adobe Photoshop CC Classroom in a Book* Edition: 1st 2017
2. Andrew Faulkner, Conrad Chavez *Adobe Photoshop CC Classroom in a Book (2017 release)* Edition: 2017

Other Texts

1. external storage drive to archive student work
2. notebook, pens, pencils, and paper
3. optional learning resources: books, magazine articles, web sites and blogs about digital imagery

Instructional Materials

None

Student Learning Outcomes

1. GRPH111 SLO1 - Demonstrate knowledge of image acquisition, visual literacy and preparation and printing of digital images for traditional and digital publishing.
2. GRPH111 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/13/2011
PCA Established: 12/13/2011
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 112
Catalog Course Title: Digital Imagery
Banner Course Title: Digital Imagery

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	1.500	24.0 - 27.0	0.5
Total Hours	4.0	64.0 - 72.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Corequisite
Completion of or concurrent enrollment in Graphics 111

Entrance Skills

None

Catalog Description

Introduces students to the use of Apple computers and Adobe Photoshop for developing and editing digital images for use in graphic design, photography, web, video and motion graphics production. Students will learn raster image resolutions, file formats, color systems and professional creative practices for acquisition, creation, editing and processing for various industries including printing, digital publishing, animation, and video editing.

Course Content

Lecture

1. Introduction to digital imaging technology and industry
2. Basic graphic design processes and conceptual development
3. Introduction to scanners, digital cameras and digital tablets
4. Introduction to image acquisition and processing for output
5. Creation of and editing of digital imagery
6. Printing, publishing and reproduction processes and requirements
7. Evaluation and critiques

Course Objectives

At the end of the course, the student will be able to:

1. Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
2. Incorporate text, photography, illustrations, color, and design within an digital format.
3. Apply image processing techniques based on professional practices in publishing or reproduction requirements.
4. Evaluate effective image making techniques.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and Critiques

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Outside Assignments

- **Outside Assignments**
  Following lectures, demonstrations and tutorials on the use of Adobe Photoshop, students will develop written proposals and alternative concepts for assignments and projects; paying particular attention to detailing design methodology, specific imaging processes and reproduction requirements.

Methods of Evaluation

Students will be evaluated on the basis of the completion of assigned technical and aesthetic investigations,

technologies and concepts presented in the course. Students will be required to submit a brief written description, including research, thumbnail sketches and process work before executing each project. Tests on technical material will be administered. Grades will depend upon attendance, participation tests and completion of all required assignments. Grading criteria for assignments includes: design skills, creativity, craftmanship, and timely completion of artwork to specific criteria.

Adopted Texts and Other Instructional Materials

Textbooks

1. Andrew Faulkner, Conrad Chavez, Adobe Press *Adobe Photoshop CC Classroom in a Book (2017 release)* Edition: 2017 2016

Other Texts

None

Instructional Materials

1. External storage drive to archive student work
2. notebook, paper, pens and pencils for note taking and developing conceptual work
3. mat board for presenting printed projects

Student Learning Outcomes

1. GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects.
2. GRPH112 SLO2 - Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing.

Distance Learning

This course is not Distance Learning.

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Board Approval: 03/24/1994
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 113
Catalog Course Title: Digital Illustration
Banner Course Title: Digital Illustration

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	1.500	24.0 - 27.0	0.5
Total Hours	4.0	64.0 - 72.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Corequisite
GRPH 114 Digital Illustration Lab

Advisories
GRPH 110 Introduction to Graphic Design

Advisories
GRPH 108 Design 1 On The Computer
or

Advisories
GRPH 112 Digital Imagery

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 114 - Digital Illustration Lab

- Design visually effective graphic art incorporating vector-based artwork, type, and raster images to required project specifications.
- Create and manipulate vector images, type and raster images for projects.
- Use scanners, digital tablets, digital cameras and pictures to complete projects.
- Prepare and process files for specific printing, digital publishing and manufacturing processes.

GRPH 110 - Introduction to Graphic Design

- create effective graphic design layouts by employing specific design concepts, tools and techniques.
- Solve graphic communication problems specific to the requirements of the manufacturing, printing, or publishing processes.
- Evaluate and employ psychological aspects of color, shape, symbolism, and composition in graphic design projects.
- Identify effective visual communication strategies through critique of professional graphic design and student work.
- Demonstrate proficiency in graphic design studio skills using Apple Macintosh computers, Adobe Creative Suite software and digital printers.

GRPH 108 - Design 1 On The Computer

- use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
- create alternatives and variations of designs that meet project criteria systematically.
- present project designs in group critiques and modify designs based on critical feedback.
- create a series of projects that illustrate design concepts using computer applications.
- create a clearly organized presentation of course assignments.

GRPH 112 - Digital Imagery

- Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
- Incorporate text, photography, illustrations, color, and design within an digital format.
- Apply image processing techniques based on professional practices in publishing or reproduction requirements.
- Evaluate effective image making techniques.

Catalog Description

This course is an introduction to the field of illustration and vector-based drawing using Adobe Illustrator software and Apple computers. Emphasis will be placed on developing skills for producing graphics and illustrations for various commercial art marketplaces. Critical thinking and visual problem solving skills will be integrated with current digital illustration practices, tools and publishing technologies.

Course Content

Lecture

1. Graphic software, hardware and reproduction processes
2. Design conceptualization and production techniques
3. Working with type

4. Requirements and processes for developing vector-based artwork for print, publishing, and manufacturing industries
5. Development of illustrations and graphics for projects
6. Single and multi-color printing and publishing
7. Evaluations and critiques

Course Objectives

At the end of the course, the student will be able to:

1. create vector-based graphic designs and illustrations using current Adobe Illustrator software, color scanners, digital tablets, and Apple Macintosh computers.
2. distinguish the application of and requirements for developing vector-based art in regard to integration with other media, publishing and/or manufacturing processes.
3. design and format various graphic content (text, photography, and illustration) into visually effective graphic design projects.
4. synthesize design skills and professional practices in the development, execution and preparation of final artwork for printing, digital publishing and/or manufacturing processes.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and Group Critiques

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Outside Assignments

- **Other Assignments**
  Students will analyze, research and provide a project proposal and conceptual development before executing final art for projects. Attention will be paid to detailing design methodology, specific imagine processes, and reproduction requirements

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Methods of Evaluation

Students will be evaluated on the basis of the completion of assigned technical and aesthetic investigations, technologies and concepts presented in the course.
Students will be required to submit a brief written description, including research, thumbnail sketches and process work before executing each project.
Tests on technical material will be administered.
Grades will depend upon attendance, participation tests and completion of all required assignments.
Grading criteria for assignments includes: design skills, creativity, craftsmanship, and timely completion of artwork to specific criteria.

Adopted Texts and Other Instructional Materials

Textbooks

1. Brian Wood, Adobe Press *Adobe Illustrator CC Classroom in a Book (2017 release)* Edition: 2017

Other Texts

1. Additional learning resources will be provided to the students
2. External storage devices to archive student work
3. Notebook, paper, sketchbook, pens and pencils, mat boards, X-acto knife and metal ruler.

Instructional Materials
None

Student Learning Outcomes

1. GRPH113 SLO1 - Effectively articulate conceptual response to visual problems and demonstrate the process of developing artwork for creative solutions to graphic problems.
2. GRPH113 SLO2 - Integrate the principles of graphic design and visual literacy with the technical skills necessary to develop projects executed in vector based graphic software.

Distance Learning

This course is not Distance Learning.

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Board Approval: 03/15/1994
PCA Established: 03/15/1994
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 114
Catalog Course Title: Digital Illustration Lab
Banner Course Title: Digital Illustration Lab

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	3.0	48.0 - 54.0	1.0

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Corequisite
completion of, or concurrent enrollment in GRPH 113

Advisories
CBIS 381 Introduction to Mac OS

Entrance Skills

Upon entering this course, the student should be able to:

CBIS 381 - Introduction to Mac OS

- describe the functions and purposes of the operating system.
- use menus, commands, and icons.
- customize the dock by setting the program icons' display options.
- create, delete, modify and organize files and folders.

- use operating system's applications.
- manage and control printing.

Catalog Description

This lab provides opportunities to create and develop digital illustrations and graphic designs utilizing current Adobe Illustrator software and Apple computers in a studio/lab environment. Students will explore the tools, techniques and processes used in developing artwork for graphic design and illustration projects for single and multi-color printing, publishing, and manufacturing processes.

Course Content

Lecture

1. Illustration Software
    a. drawing tools and Bezier curves
    b. type
    c. layers
    d. effects
    e. color systems and strategies
2. Raster Imagery and Software
    a. scanning and resolution
    b. selection tools
    c. retouching tools
    d. color correction and effects
    e. multi- channel strategies
3. Project Research, Planning, Development and Execution
    a. proposals, concept development and planning
    b. design and illistration tools techniques
    c. preparing files for print and presentation

Course Objectives

At the end of the course, the student will be able to:

1. design visually effective graphic art incorporating vector-based artwork, type, and raster images to required project specifications.
2. create and manipulate vector images, type and raster images for projects.
3. use scanners, digital tablets, digital cameras and pictures to complete projects.
4. prepare and process files for specific printing, digital publishing and manufacturing processes.

Methods of Instruction

- **Lab**
- **Methods of Instruction Description:**
  Demonstration of software and assistance with tutorials, projects and technology in lab

Outside Assignments

- **Outside Assignments**
  N/A

Methods of Evaluation

Students will be evaluated on attendance, appropriate use of technology and completion of tutorials, as well as assigned technical and aesthetic investigations. Work will demonstrate a synthesis of a concept, techniques and knowledge of printing, publishing and manufacturing processes presented in the course. Tests on technical material will be administered.

Adopted Texts and Other Instructional Materials

Textbooks

1. Adobe Press *Adobe Illustrator CC Classroom in a Book* Edition: 1st 2016

Other Texts

1. External storage devices (at least 5 gig) to archive student work; notebook and paper; pens and pencils
2. Additional learning resources: Handouts, various magazine articles, web sites and blogs about the illustration industry

Instructional Materials

None

Student Learning Outcomes

1. GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.
2. GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

Distance Learning

This course is not Distance Learning.

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Board Approval: 03/16/1982
PCA Established: 03/16/1982
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: -

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 115
Catalog Course Title: Digital Design and Publishing
Banner Course Title: Digital Design and Publishing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	1.500	24.0 - 27.0	0.5
Outside-of-Class Hours	-	-	
Total Student Learning Hours	4.0	64.0 - 72.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Advisories
GRPH 110 Introduction to Graphic Design
or

Advisories
GRPH 112 Digital Imagery
or

Advisories
GRPH 113 Digital Illustration

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 110 - Introduction to Graphic Design

- create effective graphic design layouts by employing specific design concepts, tools and techniques.
- Solve graphic communication problems specific to the requirements of the manufacturing, printing, or publishing processes.
- Evaluate and employ psychological aspects of color, shape, symbolism, and composition in graphic design projects.
- Identify effective visual communication strategies through critique of professional graphic design and student work.
- Demonstrate proficiency in graphic design studio skills using Apple Macintosh computers, Adobe Creative Suite software and digital printers.

GRPH 112 - Digital Imagery

- Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
- Incorporate text, photography, illustrations, color, and design within an digital format.
- Apply image processing techniques based on professional practices in publishing or reproduction requirements.
- Evaluate effective image making techniques.

GRPH 113 - Digital Illustration

- Create vector-based graphic designs and illustrations using current Adobe Illustrator software, color scanners, digital tablets, and Apple Macintosh computers.
- Distinguish the application of and requirements for developing vector-based art in regard to integration with other media, publishing and/or manufacturing processes.
- Design and format various graphic content (text, photography, and illustration) into visually effective graphic design projects.
- Synthesize design skills and professional practices in the development, execution and preparation of final artwork for printing, digital publishing and/or manufacturing processes.

Catalog Description

This course that examines layout and design for printing and digital publishing. students develop artwork and productions skills for printing and publishing projects such as business stationery systems, brochures, booklets, and ebooks. Topics include current production strategies for single and multi-color layouts, variable data and emerging publishing technologies using current version of Adobe InDesign and other Adobe Creative Suite software on Apple Macintosh computers and digital printers.

Course Content

Lecture

1. Overview of Digital Design Work Flow
    A. professional practices, materials, and tools
2. Introduction to Printing and Prepress Technology

A. brief history of printing processes

B. current technologies – software and hardware

C. input devices and image acquisition

3. Design and Layout

A. format considerations

B. basic composition and design

C. typography terms, tools and techniques

D. imagery terms, tools and techniques

4. Digital and Traditional Print Production

A. prepress requirements, preflighting and packaging files for digital and traditional printing

a. single color file preparation and processes

b. multi-color file preparation, processes

- spot color
- process color

c. color management and proofing

B. paper/substrate considerations

C. inks and coatings

D. finishing, bindery and special effects

5. Considerations for Online Publishing

A. production requirements for digital media content

a. page formats

b. image resolution

c. file formats

6. Business Practices

A. estimating

B. proofing

7. Evaluations and Critiques

Lab

Project conceptual design, content design, and layout.

File preparation for traditional printing and digital publishing.

Course Objectives

At the end of the course, the student will be able to:

1. analyze the process and digital requirements for graphic design elements for various digital publishing systems.
2. apply best practices in the preparation of graphic design elements such as type, illustrations and photographs for reproduction.
3. design visually effective solutions to simple and complex page layouts using current graphic software.
4. prepare graphic files that are efficient and economical solutions for the appropriate reproduction process.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, evaluations and group critiques

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Assignments

- **Other Assignments**
  Students will analyze, research, and provide a project proposal and conceptual development before executing final art for printing and publishing projects. Attention will be paid to developing comprehensives demonstrating design methodology, specific printing processes, and reproduction requirements.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**
- **Writing Requirements**
- **Other**
  Grades will depend upon attendance, participation in class discussion, participation and projects, examination results and submission of all required projects. Projects will be graded upon prompt submission, accuracy, and conceptual grasp of technical and digital processes as revealed by student performance. Periodic tests, quizzes and design activities will contribute significantly to the student evaluation.

Texts and Other Instructional Materials

Adopted Textbook

1. Adobe Press *Adobe InDesign CC Classroom in a Book* 2018

Supplemental Texts

1. Notebook, paper, felt-tip pens, mat boards, ruler, scissors, X-Acto knife, plastic triangle, and storage devices to back-up student work.
2. Handouts, graphic magazines, websites and blogs
3. InDesign Secrets.com (Free members only subscription based)
4. Lynda.com (to be assigned as needed)
5. http://tv.adobe.com/product/indesign (free online tutorials)
6. Creative Commons.org/licenses

Instructional Materials
None

Student Learning Outcomes

1. GRPH115 SLO1 - Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems.
2. GRPH115 SLO2 - Apply basic graphic design business practices and effective project management skills to graphic design projects.

Distance Learning

This course is not Distance Learning.

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REVISIONS PROPOSED 11/18 - Currently in AP&P Review Process
Course revised: Digital Portfolio for Web and Social Media

Board Approval: 12/13/2005
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 116
Catalog Course Title: Digital Portfolio
Banner Course Title: Digital Portfolio

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	5.0	80.0 - 90.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

Entrance Skills Other (Legacy)

Students should have a body of work (7-15 pieces) finished and ready to put into a portfolio.

Catalog Description

This is a course for students who want to learn digital presentation techniques to develop effective, professional portfolios in graphics, illustration, photography, fine art, architecture, engineering, and other visual, employment or educational areas. Topics include converting and working with digital images/media, design for web galleries and presentation techniques for portfolios using Adobe Dreamweaver and other Adobe software including Photoshop, Illustrator and Acrobat.

Course Content

Lecture

1. Develop a presentation strategy and theme
2. Design visual parameters for a dynamic page layout.
3. Collect assets/content and digitize reflective and transparent images
4. Retouch and color correct digital imagery
5. Create simple navigation strategy and interface design
6. Construct image galleries to display work
7. Final preparation and publishing
8. Present and evaluate portfolio design success based on the original criteria

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Course Objectives

At the end of the course, the student will be able to:

1. evaluate and prepare presentation goals and strategies to implement in portfolio.
2. collect, digitize and archive assets/content for digital presentations and web gallery publishing.
3. design branding and develop graphic elements for dynamic web page design.
4. develop navigation and user interface strategies.
5. organize, edit and properly format digital imagery.
6. construct digital portfolios and presentations using current web practices and other presentation technologies.
7. publish web site and professionally package digital portfolio for evaluations and critiques.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and group critiques

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Outside Assignments

- **Other Assignments**
  Research and evaluate current portfolio presentation strategies and processes on the internet. Verbal and written evaluations comparing and contrasting key features, techniques and best practices will be stressed.

Methods of Evaluation

- **Portfolios**
- **Class Participation**
- **Lab Activities**
- **Other**
  1. The digital portfolios will be presented for the final critique. Points will be awarded for the following:
  A. Effective use of the software to create a digital presentation.
  B. Successful design response to the written product development criteria.
  C. Design aesthetics: of branding, theme and continuity, typography and color scheme.
  D. Professional practices and technical requirements.
  E. Publishing and presentation
  2. A research notebook, containing development data, process work and written evaluations, will be evaluated and points awarded to be included in final grade.

Adopted Texts and Other Instructional Materials

Textbooks

1. Cynthia L. Baron *Designing a Digital Portfolio (2nd Edition)* Edition: 2nd 2010

Other Texts

1. External storage device for archiving student computer files
2. Notebook, paper, pens, and pencils
3. Handouts, various magazine articles, web sites and blogs about web development and current digital presentation practices

Instructional Materials

None

Student Learning Outcomes

1. GRPH116 SLO1 - Understand the purpose, requirements and methods of creating a digital portfolio.
2. GRPH116 SLO2 - Demonstrate creative technical fluency in digitally archiving and presenting portfolio artifacts using current technologies.
3. GRPH116 SLO3 - Prepare students to pursue higher educational goals and/or enter the labor force.

Distance Learning

This course is not Distance Learning.

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Board Approval: 05/15/2012
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Art (Masters Required) or Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 117
Catalog Course Title: Typography
Banner Course Title: Typography

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	1.500	24.0 - 27.0	0.5
Total Hours	4.0	64.0 - 72.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Advisories
GRPH 108 Design 1 On The Computer

Advisories
GRPH 110 Introduction to Graphic Design

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 108 - Design 1 On The Computer

- use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
- create alternatives and variations of designs that meet project criteria systematically.
- present project designs in group critiques and modify designs based on critical feedback.

- create a series of projects that illustrate design concepts using computer applications.
- create a clearly organized presentation of course assignments.

GRPH 110 - Introduction to Graphic Design

- create effective graphic design layouts by employing specific design concepts, tools and techniques.
- Solve graphic communication problems specific to the requirements of the manufacturing, printing, or publishing processes.
- Evaluate and employ psychological aspects of color, shape, symbolism, and composition in graphic design projects.
- Identify effective visual communication strategies through critique of professional graphic design and student work.
- Demonstrate proficiency in graphic design studio skills using Apple Macintosh computers, Adobe Creative Suite software and digital printers.

Catalog Description

This class is an investigation of the expressive potential of typography as a critical element of visual communication and digital media. Students will be introduced to the history of letterforms, elements of basic typography, typographic styles and production techniques. Projects focus on the mechanics of type design, visual appropriateness, and type legibility. Students explore the creative use of typography as a fundamental communication tool using both traditional and digital media. This 3 unit course is a lecture/lab combination and lab work is on Apple computers using current Adobe Creative Suite Software.

Course Content

Lecture

1. Introduction to History of Typography
    a. Invention of writing and ancient writing systems
    b. Illuminated manuscripts and early book design
    c. Invention of printing: China and Europe
    d. Type design during the Renaissance
    e. Effects of the Industrial Revolution on typography
    f. 20th century typography: Bauhaus to 1980
    g. Digital typography and contemporary design
2. Aspects of Typographic Form
    a. Character anatomy
    b. Space adjustments

c. Readability and Legibility

d. Grid structure

e. Visual Hierarchy

f. Major type families and typefaces

3. Exploring Typographic Meaning

a. Integrating Type and Image

b. Type as image

c. Typographic expression

d. Kinetic Type – time and motion

4. Type and Technology

a. Type file formats and technology

b. Type requirements for production processes

Course Objectives

At the end of the course, the student will be able to:

1. Outline key points in the historical development of typography.
2. Analyze and discuss the role of typography in contemporary visual culture.
3. Identify the major components of character anatomy, type families and typefaces by their qualities and characters.
4. Use bitmap, vector and page layout programs in working with type.
5. Demonstrate an understanding of typographic design principles and techniques in creating finished projects.
6. Experiment with original visual solutions for assigned projects.
7. Critique one's own work and classmates' work using critical analysis and constructive comments.

Methods of Instruction

- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  1. Lecture and discussion
  2. Demonstration
  3. Evaluation and Critiques

Outside Assignments

- **Other Assignments**
  Various typographic design projects are assigned during the semester and consist of sketched preliminary concepts, comprehensive layouts, and final designs that are executed to specific processes and tools, presented in critiques and submitted for evaluation.

  Sample Assignment 1: Observing the world around you – sketchbook assignment
  Develop 7 sketches of typographic communication seen on campus. This could be from signage, printed material, photographs, web or mobile devices. Can you identify the typestyle?

  Sample Assignment 2: Sketchbook assignment
  Develop 12 sketches of a combination mark. Use the first letter of your first or last name and combine it with a symbol or icon of an object in black and white.

Methods of Evaluation

- **Projects**
- **Class Participation**
- **Other**
  Grades will depend upon attendance, participation tests and submission of all required projects. Projects will be graded upon evidence of good design skills, creativity, craftsmanship, and production of artwork to specific deadlines using graphics industry professional practices and technologies.

Adopted Texts and Other Instructional Materials

Textbooks

1. Carter, Day, Meggs *Typographic Design: Form and Communication* Edition: 5th 0 -

Other Texts

1. An assortment of tools to craft projects including an X-acto knife, scissors, tape, ruler, mat boards, pencils, chiseled and sharpie pens, sketchbook and a 3-ring binder.
2. Students will need access to a digital camera, personal computer and current Adobe CS software outside of class.
3. Optional learning resources: Graphic design and typography magazines, journals and web sites such as: Communication Arts, Print Magazine, AIGA books (American Institute of Graphic Arts-www.aiga.com)

Instructional Materials
None

Student Learning Outcomes

1. GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.
2. GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication.
3. GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.

Distance Learning

This course is not Distance Learning.

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Course revised Fall 2018
Course name: User Interface Design
Currently being reviewed by AP&P

Board Approval: 05/15/2001
PCA Established:
DL Conversion:
Date Reviewed: Fall 2016
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 118
Catalog Course Title: Introduction to Web Graphics
Banner Course Title: Introduction To Web Graphics

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	5.0	80.0 - 90.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Advisories
GRPH 112 Digital Imagery
or

Advisories
GRPH 113 Digital Illustration

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 112 - Digital Imagery

- Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
- Incorporate text, photography, illustrations, color, and design within an digital format.

- Apply image processing techniques based on professional practices in publishing or reproduction requirements.
- Evaluate effective image making techniques.

GRPH 113 - Digital Illustration

- Create vector-based graphic designs and illustrations using current Adobe Illustrator software, color scanners, digital tablets, and Apple Macintosh computers.
- Distinguish the application of and requirements for developing vector-based art in regard to integration with other media, publishing and/or manufacturing processes.
- Design and format various graphic content (text, photography, and illustration) into visually effective graphic design projects.
- Synthesize design skills and professional practices in the development, execution and preparation of final artwork for printing, digital publishing and/or manufacturing processes.

Catalog Description

The course studies graphic design tools and processes for developing artwork that will be used in building web sites. Students practice the creative development of web graphics using the current versions of Adobe Creative Suite of software, including Photoshop and Illustrator. Creative designs are implemented into web sites using Adobe Dreamweaver and XHTML and CSS. Topics include branding strategies; designing for interactivity and efficiency; color and typography; and search engine optimization techniques for current browsers and web standards.

Course Content

Lecture

1. An overview of Digital Content Specifically Relating Web Graphics
    a. web design vs. print design
    b. appropriate scripting languages, HTML, Java Script, Flash Script, etc.
    c. specific web graphic software
    d. classification of file formats
    e. browser issues
2. Meeting Client's Needs
    a. develop a client brief to determine the purposes of the site
    b. gathering and analyzing client information
    c. planning a site structure
3. Design and Layout Consideration Specific to Building a Web Site

a. organizing specific visual design components
b. thumbnails, concepts and site maps
c. designing an interface and navigation system
d. Adobe Creative Suite software, techniques and strategies
e. creating interactive graphics
f. optimizing graphic images
g. working with color
h. typographic considerations and practices

4. Web Page Development
    a. Adobe DreamWeaver CS5 and dynamic HTML and CSS authoring
    b. Strategies for implementing graphics, animation, sound and movie files
    c. search engine optimization

5. Site Integrity Issues
    a. testing browser compatibility
    b. link testing
    c. FTP publishing/uploading
    d. site management and maintenance
    e. registering URLS

Course Objectives

At the end of the course, the student will be able to:

1. Develop a web client brief outlining the client needs and the design criteria for the web site.
2. Research, plan and construct a web site map and design concepts for branding, imagery, typography and page layouts based on the client needs.
3. Implement graphic design principles and Adobe software to create a company logo, interactive navigational graphics and visually effective web page designs.
4. Prepare and publish web graphic content using XHTML and CSS for efficient downloads, current technologies and best practices.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and group critique

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Outside Assignments

- **Other Assignments**
  Students will respond to specific project requirements using written outline, diagrams, and computer graphic procedures common to web page design protocols. These problems will pertain to graphic design, planning & organization, user interface design, and site structure and integrity. The digital optimization and processing of information for web specific duties will also be included.

  Sample Project:
  After collecting the data from your web client brief, complete the following:
  A. Develop a site map showing the depth of the site and linked pages within the site.
  B. Design 3 variations of the user interface that would direct the site visitor to navigate through the site.
  C. You must include 3 levels of interactivity on all variations, up state/roll-over/down (or click) state.

Methods of Evaluation

Grades will depend upon attendance, participation in class discussion, examination results, and submission of all required projects and assignments. Projects will be graded upon prompt submission, accuracy, and conceptual grasp of software and design processes as revealed by student performance. Periodic testing, mid-term exam and a final critique will be used for individual evaluation.

Adopted Texts and Other Instructional Materials

Textbooks

1. Peachpit Press *Dreamweaver CC Visual Quick Start Guide* Edition: 1 2013

Other Texts

1. Notebook, paper, felt-tip pens, External storage device to archive student work
2. Handouts, magazine articles, web sites and blogs related to web design industry and practices

Instructional Materials

None

Student Learning Outcomes

1. GRPH118 SLO1 - Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies.
2. GRPH118 - SLO2 - Prepare various media for the web utilizing effective image and search engine optimization techniques.
3. GRPH118 SLO3 - Demonstrate professional practices involved in website development including the

development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing.

Distance Learning

This course is not Distance Learning.

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Board Approval: 04/15/1997
PCA Established: 01/31/2005
DL Conversion:
Date Reviewed: Fall 2016
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 120
Catalog Course Title: Advanced Design for Publishing
Banner Course Title: Advanced Design for Publishing

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	5.0	80.0 - 90.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
GRPH 115 Digital Design and Publishing

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 115 - Digital Design and Publishing

- Analyze the process and digital requirements for graphic design elements for various digital publishing systems.
- Apply best practices in the preparation of graphic design elements such as type, illustrations and photographs for reproduction.
- Design visually effective solutions to simple and complex page layouts using current graphic software.
- Prepare graphic files that are efficient and economical solutions for the appropriate reproduction process.

Catalog Description

This course is designed to advance the skills learned in GRAPH 115 to design for print and digital publishing systems. Production, management, and creative skills for printing and publishing processes are further explored using current versions of Adobe InDesign, Adobe Photoshop, Adobe Illustrator and other Adobe Creative Suite software. The lab experience allows for the development of complex projects in a professional publishing environment equipped with Apple Macintosh computers and high quality digital printers.

Course Content

Lecture

1. Introduction
    a. lab orientation
    b. overview of technologies used in print and digital publishing systems
    c. introduction to current reproduction processes and trends

2. Computer Preparation of Reproduction Copy
    a. designing complex projects: the process

    --developing the proposal: defining the project, analysis and research

    --planning and design

    B. reproduction strategies for single and multi-page layouts

    C. File management

III. Designing complex projects

    A. advanced design techniques and skills for publishing

    B. processes for media conversion used in digital layouts

IV. Printing and publishing

A. project management

B. proofing techniques and digital pre-press

C. printing and digital publishing processes

Course Objectives

At the end of the course, the student will be able to:

1. Analyze, plan, design and manage complex projects for digital output based on project specifications.
2. Operate Adobe Creative Suite CS5 software and Apple Macintosh computers to provide visually effective and creative graphic solutions for reproduction processes.
3. Properly compose digital files for single and multiple color digital output.
4. Operate a small digital press to reproduce various types, sizes and formats of publications.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work, Evaluations and group critique

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Outside Assignments

- **Other Assignments**
  Students will research and evaluate project specifications balancing creative solutions and publishing production problem solving. This includes developing a plan outlining size, format, content, colors and number of pages; designing concepts, page comprehensives and publication mock-ups

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Methods of Evaluation

Students will be evaluated on the basis of the completion of assigned technical and aesthetic investigations. Work will demonstrate a synthesis of materials and ideas presented in the course. Students will be required to submit a brief written description, research and process work before executing each project. Tests on technical material will be administered. Grades will depend upon attendance, participation, tests and submission of all requires projects. Projects will be graded upon evidence of good design skills, creativity, craftmanship and

production of artwork to specific deadlines using graphics industry professional practices and technologies.

Adopted Texts and Other Instructional Materials

Textbooks

1. Adobe InDesign CS5 *Classroom in a Book* 2010

Other Texts

1. BRIDGS (Basic Requirements for International Design and Graphic Solutions: Color Management Handbook and the Digital Workflow Handbook and the Digital Workflow Handbook
2. An assortment of simple hand tools such as pen and pencils, notebook, ruler, tape, scissors, X-Acto knife, External storage media to archive student work
3. InDesign Secrets.com (Free members only subscription based ezine)
4. Lynda.com (Monthly subscription fee based online tutorials)
5. http://tv.adobe.com/product/indesign (free online tutorials with BRIDGS (Basic Requirements for International Design & Graphic Solutions)
6. Color Proofing; CTP Handbook; Halftone Screening; and Printers Survival guide
7. Adobe JDF Guide for Managers
8. www. dexigner.com/tag/Communication+Design
9. CreativeCommons.org/licenses
10. Web 2.0: Making the web work for you-Bournar and waxer, B.M

Instructional Materials
None

Student Learning Outcomes

1. GRPH120 SLO1 - Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems.
2. GRPH120 SLO2 - Evaluate and prepare complex digital files to specific reproduction criteria.
3. GRPH120 SLO3 - Apply basic graphic business practices and effective project management skills to graphic design projects.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/10/2013
PCA Established:
DL Conversion:
Date Reviewed: Fall 2018
Catalog Year: -

Allan Hancock College
Course Outline

Discpline Placement: Art (Masters Required) or Art History (Masters Required) or Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 127
Catalog Course Title: History of Graphic Design
Banner Course Title: History of Graphic Design

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A study of the development of visual communication in art, graphic design, illustration and popular culture. Emphasis is on the role of graphic designers and illustrators, the impact and interpretation of graphic images, symbols, and typography used in informative and persuasive media. The course is designed for graphics majors

who want to transfer and is a Humanities elective for general education requirements.

Course Content

Lecture

1. The Origins of Typography and Graphic Design
    a. Introduction: From Gutenberg to Bodoni
2. Towards the Twentieth Century
    a. Arts and Crafts Movement
    b. Art Nouveau
    c. Vienna Secession
    d. Wiener Werkstatte
    e. Jugendstil
3. The Avant-Garde and the Origins of Modernism
    a. Futurism
    b. Cubism
    c. Purism
    d. Expressionism
    e. Constructivism
    f. Suprematism
    g. Dada
    h. De Stiji
    i. Modernism
4. The Bauhaus and the New Typography
    a. German Expressionism
    b. Weimar Bauhaus
    c. Dessau Bauhaus
    d. Berlin Bauhaus
    e. The new typography
5. Commerce, Consumerism and Design
    a. Art deco in France
    b. Paris exhibitions 1925 and 1937
    c. Industrial design in the United States
    d. New York world fair 1939/1940
6. Design and National Identity
    a. France
    b. Britain
    c. Germany
    d. Italy
    e. United States
7. The Second World War: Reconstruction and Affluence
    a. The American editorial design
    b. Propaganda posters
    c. Initiatives in design promotion
8. International style, multinational corporations and global products
    a. Design and the multinational corporation after 1945
    b. Modernism and MOMA
    c. "Swiss Style"
    d. International style
    e. Corporate identify
9. Pop to postmodernism: Changing values
    a. Pop culture in Britain
    b. Cultural pluralism
    c. The Italian Avant-Garde
    d. Postmodernism

    e. Punk
    f. Deconstructivism
10. Contemporary Graphic Design
    a. Eclectic experiments
    b. The technology Aesthetic
    c. Web Design 1.0: Beginnings
    d. Web 2.0: Interactivity
    e. Motion Graphics
    f. Contemporary typography
11. Design and Social responsibility
    a. Consumer awareness and design
    b. Sustainable design
    c. Design it yourself
    d. The "Citizen Designer"

Course Objectives

At the end of the course, the student will be able to:

1. compare and contrast the contributions of the early pioneers of graphic design.
2. trace the development of graphic design from prehistoric visual communications to the present generation of digital media.
3. examine the impact of the industrial revolution and the digital revolution on the field of design.
4. compare and evaluate the trends in graphic design with the trends in art and other media.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Lecture, Discussion, Oral presentation

Assignments

- **Outside Assignments**
  1. Reading assignments: Chapters from assigned textbook an/or articles that reinforce and enhance lecture topics.
  2. Writing assignments: Essays and/or research papers that explore subjects such as the influence of the invention of printing or the impact of digital technologies on design.
  3. Other assignments: Group projects that analyze the development of graphic design through the digital revolution as it applies to a specific area.

Methods of Evaluation

- **Exams/Tests**

- **Quizzes**
- **Research Projects**
- **Papers**
- **Other**
  Essay, Classroom discussion, Reports/Papers/Journals, Participation, Exams and Quizzes, Projects

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Texts and Other Instructional Materials

Adopted Textbook

1. Meggs, Phillip, and Alston W. Purvis *Meggs' History of Graphic Design* Edition: 6th 2016

Supplemental Texts

1. Eskilson, Stephen - Graphic Design: A New History, 2nd edition. Yale University, 2012
2. Johanna Drucker - Graphic Design History, 2nd edition. Pearson, 2013

Instructional Materials
None

Student Learning Outcomes

1. GRPH127 SLO1-Analyze how design, culture and technology affect each other.
   1.1 Assessed through activities, discussions and quizzes .
2. GRPH127 SLO2- Identify, compare and contrast significant movements in the history of graphic design.
   2.1 Assessed through activities, discussions and essays.

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types
None

Adjustments to Assignments
All of the same objectives, content, and integrity will be met in sections with distance learning delivery.
Students are expected to:
1. Read the textbook and any supplementary reading materials.
2. Demonstrate writing proficiency by concise written correspondence with the professor and other students and completion of written homework.
3. Complete and electronically submit written assignments.
4. Participate in synchronous or asynchronous group discussion via chat applications or discussion forums, as well as individual communications via email, demonstrating appropriate social and writing skills. Student learning will be enhanced by the use of online discussion groups which will provide critical thinking forums for student discussion and debate by requiring students to respond to instructor-posted topics as well as to reply to other students' postings. An example of a discussion forum would be: The Bauhaus Movement was pivotal in the history of design. Chose a designer who's work demonstrates the work of the Bauhaus Movement and discuss their work.

Adjustments to Evaluation Tools
Students will be required to complete homework assignments online and submit them for grading and feedback. Online quizzes may be required to provide students with opportunities to assess their ongoing progress. If possible, self-scoring tutorials and or online quizzes will be utilized to provide feedback more quickly to students. Students may be required to work individually or to collaborate in groups. Email, phone, in person meetings, synchronous chat features, and or CMS group pages may be used to facilitate group interaction. Publisher-prepared PowerPoint slide presentations may be available to supplement and enhance student comprehension of text material. This material may be augmented with instructor-developed PowerPoint slides or web pages. Publisher-provided internet resource materials may be available with the textbook which reinforces understanding of concepts covered in the textbook and provides students with additional opportunities to study more efficiently and learn interactively. These resources may be utilized for instructor-designated assignments and or utilized by students for self-directed study.

Strategies to Make Course Accessible to Disabled Students
All of the same objectives, content, and integrity will be met in sections with distance learning delivery. Students are expected to:
1. Read the textbook and any supplementary reading materials.
2. Demonstrate writing proficiency by concise written correspondence with the professor and other students and completion of written homework.
3. Complete and electronically submit written assignments.
4. Participate in synchronous or asynchronous group discussion via chat applications or discussion forums, as well as individual communications via email, demonstrating appropriate social and writing skills. Student learning will be enhanced by the use of online discussion groups which will provide critical thinking forums for student discussion and debate by requiring students to respond to instructor-posted topics as well as to reply to other students' postings. An example of a discussion forum would be: The Bauhaus Movement was pivotal in the history of design. Chose a designer whose work demonstrates the work of the Bauhaus Movement and discuss their work. Students will be required to complete homework assignments online and submit them for grading and feedback. Online quizzes may be required to provide students with opportunities to assess their ongoing progress. If possible, self-scoring tutorials and or online quizzes will be utilized to provide feedback more quickly to students. Students may be required to work individually or to collaborate in groups. Email, phone, in person meetings, synchronous chat features, and or Canvas group pages may be used to facilitate group interaction. Publisher-prepared PowerPoint slide presentations may be available to supplement and enhance student comprehension of text material. This material may be augmented with instructor-developed PowerPoint slides or web pages. All content will conform to Section 508 requirements. Publisher-provided internet resource materials may be available with the textbook which reinforces understanding of concepts covered in the textbook and provides students with additional opportunities to study more efficiently and learn interactively. These resources may be utilized for instructor-designated assignments and or utilized by students for self-directed study.

Inform Students
The instructor will prepare an orientation letter that provides information about the course so students can evaluate if it is appropriate for them to take the course as an online class. The orientation letter will also include information instructing students where and how they should logon to begin the class and provide a link to the AHC distance learning website with the Canvas tutorial for students to complete prior to logging on. The orientation letter will be posted online by the time registration begins for the semester the class is offered. The instructor will respond to student e-mails and other inquiries in a manner that is sufficient for students to maintain adequate progress in the course (e.g., replying to all email inquiries regarding an exam quickly in order to provide students adequate study time.) The instructor will use email to contact all students who fail to complete required assignments, fail to complete them satisfactorily, or fail to attend mandatory face-to face class meetings. The instructor will initiate contact with these students in a timely manner to determine an appropriate course of action. In addition, the instructor will contact students on a regular basis with regard to their progress in class. Students who fail to respond to these emails and are not participating in required class activities may be subject to withdrawal from the course under procedures established by the instructor within the guidelines of campus policy. These procedures will be clearly outlined in the orientation letter and or syllabus. The instructor will maintain electronic copies of all emails received from and sent to students, as well as any other online correspondence such as announcements posted on Canvas. The instructor may also maintain records regarding

discussion boards, group and individual meetings, orientation and review sessions, supplemental seminars or study sessions, field trips if included, library workshops, telephone contact, non-electronic correspondence, or other activities. This information will be maintained by the instructor in the permanent record of the course, along with the documentation for assessment and the assignment of grades. The holding period for correspondence will be consistent with the College's holding period requirements for grade assignment documentation. The purpose of this requirement is to document the level of regular effective contact between instructor and students throughout the duration of the course. Student monitoring and contact online will be maintained through the use of email, messaging within Canvas, discussion boards, assignment drop box, and other tools which may be available to assist in tracking student participation. The instructor will participate in on-line discussions as necessary to stimulate critical thinking. These meetings will provide opportunities for person-to-person contact between the instructor and students, review of subject material, activities, and or exams.

Additional Comments
Lead faculty has met with Fred Patrick on 10/25/17 to review te online requirements for this course.

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Board Approval: 12/12/2017
PCA Established:
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts or Multimedia -1
Department: Fine Arts
Prefix and Number: GRPH 129
Catalog Course Title: Digital Tools for Visual Media
Banner Course Title: Digital Tools for Visual Media

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	4.000	64.0 - 72.0	1.0
Total Hours	6.0	96.0 - 108.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A hands-on overview of computer operations, industry standard software and equipment common to digital visual communication. Students will apply art and design theory in the exploration of tools used in vector graphics, digital imaging, motion graphics and animation, and digital media interface design. Topics include media development, interactivity, file formats, storage and file management, industry trends and career options. Familiarity with current design software, hardware, input, and output devices will be established. Assignments integrate digital tools, techniques, and creative design using text and image, digital video and audio, and interactivity. The course is not open to students who are enrolled or have completed MMAC 129.

Course Content

Lecture

1. The History of the Digital Arts
    a. Digital photography and image processing
    b. Bit-mapped art introduction and development
    c. Vector graphic art introduction and development
    d. Desktop publishing and the graphic arts
    e. 2-D art versus 3-D art
    f. Video, film, animation, digital effects
    g. Digital installation art
2. Digital Art Application Concept Development
    a. Original concept development
    b. Write a script
    c. Develop and produce storyboard
    d. Evaluate the critical problem solving in the digital art project
3. Integration of Graphic Media into a Digital Art Application
    a. File formats
    b. Scanning, resolution, output services
    c. Vector graphics versus bit-mapped graphics
4. Navigation in an Interactive Digital Art Interface Design
    a. Visual conceptualization of the organizational flowchart
    b. Effective internet navigation design
    c. Link, rollover, button design
5. Digital Video, Audio, Graphics, Animation, Typography and Digital Imaging Assembly into a Digital Art Project
    a. Digitize video and audio
    b. Typography aesthetics and design
    c. Key frame versus real time animation
    d. Digital image creation and manipulation
6. Non-linear Versus Linear Digital Art Media
    a. Non-linear media theory and application
    b. Linear media theory and application
    c. Interactive animation
    d. Non-linear and games
    e. Non-linear video
7. Social Impact and Career and Industry Trends of the Digital Arts
    a. Digital art types; interactive versus print
    b. Visual communication of digital art media
    c. Digital art for interactive games, web, museum display, animation, and film
8. Impact of digital media on painting, drawing, sculpture entertainment and performance art

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Course Objectives

At the end of the course, the student will be able to:

1. examine the history of the development of the digital arts.
2. analyze and develop a concept into a digital art application.
3. integrate graphic media formats into digital art application.
4. plan and demonstrate navigation in an interactive digital art design.
5. assemble digital video, audio, graphics, animation, type and digital imaging into a digital art project.
6. demonstrate the comparison of non-linear versus linear digital art media.

7. explore the social impact and career and industry trends of the digital arts.

Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lab**
- **Lecture**

Outside Assignments

- **Other Assignments**
  Outside of class readings
- **Sample Assignment(s)**
  Class Activity - Demonstrate the ability to combine text, video, graphics, and audio into basic digital media. Digitize imagery, both still and motion and incorporate the media into digital art projects.
  Lab Activity - Projects that apply the topics in the course content.
  Oral Assignments - Group presentations that apply the topics of the course content.
  Written Assignments - Written script for the development of a digital art media project, including analyzing the original idea, storyboard development and final evaluation.
  Problem Solving - Projects problem solving combinations of video, audio, text and graphics.
  Skill Demonstration - Projects that apply the topics of the course content.
  Quizzes - Quizzes that review each course objective.
  Comprehensive Final - Computer project that utilizes digital art and written final exam

Methods of Evaluation

- **Quizzes**
- **Oral Presentation**
- **Projects**
- **Group Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**

Adopted Texts and Other Instructional Materials

Textbooks

1. T.M. Savage and K.E. Vogel *An Introduction to Digital Multimedia, Second Edition* Edition: 2nd 2014

Other Texts
None

Instructional Materials

1. External storage device to archive student work
2. Notebook, sketchbook, paper, pens and pencils for note taking and developing conceptual work

Student Learning Outcomes

1. GRPH129 SLO1 - Demonstrate basic familiarity with software and basic operation/competency of Mac based operating systems, file management, and network/servers commonly used in digital media production.
2. GRPH129 SLO2 - Produce innovative responses to design assignments by using creative processes in developing concepts through planning, design, execution, reflection and evaluation.
3. GRPH129 SLO3 - Demonstrate their ability to publish digital media using a variety of software, file formats and to successfully move digital content between different software programs.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/14/2004
PCA Established: 12/14/2004
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts or Multimedia
Department: Fine Arts
Prefix and Number: GRPH 130
Catalog Course Title: 3D Modeling For Production
Banner Course Title: 3D Modeling For Production

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	4.500	72.0 - 81.0	1.5
Total Hours	6.0	96.0 - 108.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Advisories
GRPH 112 Digital Imagery
or

Advisories
GRPH 113 Digital Illustration

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 112 - Digital Imagery

- Construct digital imagery with the use of current Adobe Photoshop software, color scanners, digital cameras, digital tablets, and Apple Macintosh computers to the required specifications of the assignment.
- Incorporate text, photography, illustrations, color, and design within an digital format.

- Apply image processing techniques based on professional practices in publishing or reproduction requirements.
- Evaluate effective image making techniques.

GRPH 113 - Digital Illustration

- Create vector-based graphic designs and illustrations using current Adobe Illustrator software, color scanners, digital tablets, and Apple Macintosh computers.
- Distinguish the application of and requirements for developing vector-based art in regard to integration with other media, publishing and/or manufacturing processes.
- Design and format various graphic content (text, photography, and illustration) into visually effective graphic design projects.
- Synthesize design skills and professional practices in the development, execution and preparation of final artwork for printing, digital publishing and/or manufacturing processes.

Catalog Description

A study of 3D modeling as it applies to industrial design, packaging and animation. Topics include render theory and practices; and surface manipulation of objects. Polygonal and subdivision operations for 3D modeling will be stressed. 3D computer graphics will utilize programs such as Maya and Mudbox. Prior experience will raster and vector elements is desirable. This course is an elective for Applied Design/Media.

Course Content

Lecture

1. Develop a product profile based on performance criteria
2. Design visual parameters for basic 3D structure
3. Construct various computerized surface features for 3D shapes
4. Construct simple and compound polygonal and subdivision 3D models
5. Map 2D graphics to 3D shapes
6. Control lighting and visual perspective
7. Engage rendering strategies and final printed output
8. Present for critique various product designs
9. Evaluate product design success based on the original performance criteria.

Course Objectives

At the end of the course, the student will be able to:

1. develop a product profile based on performance criteria.
2. design visual parameters for basic 3D structure.
3. construct various surface features for 3D shapes.
4. construct simple and compound polygonal and subdivision 3D models.
5. map 2D graphics to 3D shapes.
6. control lighting and visual perspective.
7. engage rendering strategies and final printed output.
8. present for critique various product designs.
9. evaluate product design success based on the original performance criteria.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Lecture**
- **Methods of Instruction Description:**
  Lab assistance for in-class exercises and projects, readings and homework assignments

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Outside Assignments

- **Other Assignments**
  1. Research into the demographics appropriate for a specific product
  2. A written paper outlining the utilitarian criteria of the product tied to the production requirements within the 3D program
  3. Research into existing product designs on the internet and in retail outlets, documentation of existing product designs and sketches or potential improvements and innovations. Written evaluations comparing and contrasting key features will be stressed.

Methods of Evaluation

Student critiques, conducted in class of the final 3D rendered products. Following the critique the instructor will award points for the successful fulfillment of the following criteria:
1. Effective use of the software to create a realistic 3D model.
2. Successful design response to the written product development criteria.
3. Aesthetics of shape, color and detailing.
4. Ergonomic criteria fulfillment.
5. Presentation and visual communication.

Adopted Texts and Other Instructional Materials

Textbooks

1. Dariush Derakhshani *Introducing Autodesk Maya 2016: Autodesk Official Press* Edition: 2016

Other Texts

1. External storage device (at least 5 gig) for archiving student work.
2. Sketchbook and drawing materials

Instructional Materials

None

Student Learning Outcomes

1. GRPH130 SLO1 - Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software.
2. GRPH130 SLO2 - Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems.
3. GRPH130 SLO3 - Apply basic design business practices and effective project management skills to graphic design projects.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/10/2013
PCA Established: 10/31/2013
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 360
Catalog Course Title: Applied Design Graphics Lab 1
Banner Course Title: Applied Design Graphics Lab 1

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	-	-	-
Lab	1.500 - 3.000	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0
Total Hours	1.5 - 3.0	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Corequisite
Completion of, or concurrent enrollment in

Corequisite
any of the following: ART 107 or ART 108 or GRPH 108 or GRPH 110 or GRPH 112 or GRPH 113 or GRPH 115 or GRPH 116 or GRPH 117 or GRPH 118 or GRPH 120 or GRPH 130

Entrance Skills

None

Catalog Description

This lab is designed to provide beginning level students the opportunity to refine and expand artistic and technical skills learned in ART 108, ART 107, GRPH 108, 110, 112, 113, 115, 116, 117, 118, 120, and/or 130. Students work on diverse imaging software including Adobe Creative Suite, Maya, and Mudbox on Apple Macintosh computers and have access to digital printers.

Course Content

Lecture
N/A

Lab

1. Develop Beginner Level Project in Writing
    a. design criteria
    b. implementation procedures
    c. facility protocol
2. Beginner Level Project Implementation
    a. preliminary investigation and development of projects
    b. material and equipment utilization
    c. project production
    d. instructor feedback/preliminary critique
3. Evaluation of Beginner Level Project
    a. verbal critique of work
    b. critique of design conceptualization, planning organization, and facility utilization
    c. written summary

Course Objectives

At the end of the course, the student will be able to:

1. prepare a beginner level outline or written description of a proposed media project describing project goals and ways to achieve.
2. schedule work hours and other production activities.
3. prepare and set-up required, industry standard, materials and equipment.
4. work independently in a specified lab situation.
5. maintain a media work station to entry industry standards.
6. participate in project critique sessions.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work.

Outside Assignments

None

Methods of Evaluation

1. Critique of work in progress.

2. Completion of project and critique of outcome.
3. Specific evaluation criteria:
A. design conceptualization
B. planning and organization
C. equipment and facility utilization

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Specific to discipline and individual project.

Instructional Materials
None

Student Learning Outcomes

1. GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.
2. GRPH108 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/10/2013
PCA Established: 10/20/2013
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 361
Catalog Course Title: Applied Design Graphics Lab 2
Banner Course Title: Applied Design Graphics Lab 2

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000 - 0.000	0.0 - 0.0 to 0.0 - 0.0	0.0 - 0.0
Lab	1.500 - 3.000	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0
Total Hours	1.5 - 3.0	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
GRPH 360 Applied Design Graphics Lab 1

Corequisite
GRPH 108 Design 1 On The Computer
or

Corequisite
ART 107 or ART 108 or GRPH 110 or GRPH 112 or GRPH 113 or GRPH 115 or GRPH 116 or GRPH 117 or GRPH 118 or GRPH 120 or GRPH 130

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 360 - Applied Design Graphics Lab 1

- prepare a beginner level outline or written description of a proposed media project describing project goals and ways to achieve.
- schedule work hours and other production activities.
- prepare and set-up required, industry standard, materials and equipment.
- work independently in a specified lab situation.
- maintain a media work station to entry industry standards.
- participate in project critique sessions.

GRPH 108 - Design 1 On The Computer

- use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
- create alternatives and variations of designs that meet project criteria systematically.
- present project designs in group critiques and modify designs based on critical feedback.
- create a series of projects that illustrate design concepts using computer applications.
- create a clearly organized presentation of course assignments.

Catalog Description

This lab is designed to provide intermediate design students opportunities to refine and expand intermediate level artistic and technical skills learned in ART 107, ART 108, GRPH 108, GRPH 110, GRPH 112, GRPH 113, GRPH 115, GRPH 116, GRPH 117, GRPH 118, GRPH 120, and/or GRPH 130. Students work on diverse imaging software including Adobe Creative Suite, Maya, and Mudbox on Apple computers and have access to digital printers.

Course Content

Lecture

1. Intermediate level development of Project in writing
    a. design criteria
    b. implementation procedures
    c. facility protocol
2. Intermediate level Project Implementation
    a. preliminary investigation and development of projects
    b. material and equipment utilization
    c. project production
    d. instructor feedback/preliminary critique

3. Evaluation of intermediate level project

    a. verbal critique of work

    b. critique of design conceptualization, planning organization, and facility utilization

    c. written summary and/or letter grade awarded by instructor

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Course Objectives

At the end of the course, the student will be able to:

1. prepare a written description of a proposed intermediate level media project describing project goals and ways to achieve.
2. schedule work hours and other production activities.
3. prepare and set-up required, industry standard, materials and equipment.
4. work independently in a specified lab situation.
5. maintain a media work station to industry standards.
6. participate in project critique sessions.
7. complete an intermediate level media project which incorporates the project goals defined in the written description.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work

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Outside Assignments

- **Outside Assignments**
  None

Methods of Evaluation

None

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Specific to discipline and individual Projects

Instructional Materials
None

Student Learning Outcomes

1. GRPH 361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.
2. GRPH 361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/10/2013
PCA Established: 10/20/2013
DL Conversion:
Date Reviewed: Fall 2017
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 362
Catalog Course Title: Applied Design Graphics Lab 3
Banner Course Title: Applied Design Graphics Lab 3

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	-	-	-
Lab	1.500 - 3.000	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0
Total Hours	1.5 - 3.0	24.0 - 27.0 to 48.0 - 54.0	0.5 - 1.0

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
GRPH 361 Applied Design Graphics Lab 2

Corequisite
Completion of or concurrent enrollment in any one of the following:

Corequisite
GRPH 108 Design 1 On The Computer
or

Corequisite
ART 107 or ART 108 or GRPH 110 or GRPH 112 or GRPH 113 or GRPH 115 or GRPH 116 OR GRPH 117 or GRPH 118 or GRPH 120 or GRPH 130.

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 361 - Applied Design Graphics Lab 2

- prepare a written description of a proposed intermediate level media project describing project goals and ways to achieve.
- schedule work hours and other production activities.
- prepare and set-up required, industry standard, materials and equipment.
- work independently in a specified lab situation.
- maintain a media work station to industry standards.
- participate in project critique sessions.
- complete an intermediate level media project which incorporates the project goals defined in the written description.

GRPH 108 - Design 1 On The Computer

- use a vocabulary of design terms in the oral and written analysis of the form and content of works of art and design.
- create alternatives and variations of designs that meet project criteria systematically.
- present project designs in group critiques and modify designs based on critical feedback.
- create a series of projects that illustrate design concepts using computer applications.
- create a clearly organized presentation of course assignments.

Catalog Description

This lab is designed to provide advanced design students opportunities to refine and expand advanced level artistic and technical skills learned in ART 107, ART 108, GRPH 108, GRPH 110, GRPH 112, GRPH 113, GRPH 115, GRPH 116, GRPH 117, GRPH 118, GRPH 120, and/or GRPH 130. Students work on diverse imaging software including Adobe Creative Suite, Maya, and Mudbox on Apple computers and have access to digital printers.

Course Content

Lecture

1. Advanced level development of Project in Writing
    a. design criteria
    b. implementation procedures
    c. facility protocol
2. Advanced level Project Implementation
    a. preliminary investigation and development of projects

b. material and equipment utilization

c. project production

d. instructor feedback/preliminary critique

3. Evaluation of Advanced level project

a. verbal critique of work

b. critique of design conceptualization, planning organization, and facility utilization

c. written summary and/or letter grade awarded by instructor

Course Objectives

At the end of the course, the student will be able to:

1. prepare a written description of a proposed advanced level media project describing project goals and ways to achieve.
2. schedule work hours and other production activities.
3. prepare and set-up required, industry standard, materials and equipment.
4. work independently in a specified lab situation.
5. maintain a media work station to industry standards.
6. participate in project critique sessions.
7. complete an advanced level media project which incorporates the project goals defined in the written description.

Methods of Instruction

- **Demonstration**
- **Lab**
- **Methods of Instruction Description:**
  Application of graphic design principles and techniques into digital project work

Outside Assignments

None

Methods of Evaluation

None

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Specific to discipline and individual Projects

Instructional Materials
None

Student Learning Outcomes

1. GRPH 362 SLO1 - Identify, select and successfully apply advanced graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.
2. GRPH 362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.

Distance Learning

This course is not Distance Learning.

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Proposed Courses
Waiting for Approval

Board Approval:
PCA Established:
DL Conversion:
Date Reviewed:
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: None
Department: Fine Arts
Prefix and Number: GRPH 121
Catalog Course Title: Advanced Design for Publishing Lab
Banner Course Title: Advanced Design for Publishing Lab

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	3.0	48.0 - 54.0	1.0

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Corequisite
GRPH 120 Advanced Design for Publishing

Prerequisite
GRPH 115 Digital Design and Publishing

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 115 - Digital Design and Publishing

- Analyze the process and digital requirements for graphic design elements for various digital publishing systems.
- Apply best practices in the preparation of graphic design elements such as type, illustrations and photographs for reproduction.

- Design visually effective solutions to simple and complex page layouts using current graphic software.
- Prepare graphic files that are efficient and economical solutions for the appropriate reproduction process.

Catalog Description

This lab provides opportunities to plan, design, create and produce more advanced publication layouts utilizing current Adobe InDesign software and Apple computers in a studio/lab environment. Students will explore the tools, techniques and processes used in developing artwork for multi-page documents and books for both print and digital publications.

Course Content

Lecture

1. Publication Software
    a. advanced application tools
    b. advanced typesetting techniques
    c. creating templates
    d. folios, chapters and book files
    e. objects, text and nested styles
    f. live caption
    g. advanced master page options
    h. troubleshooting compatibility across applications
    i. color management across applications
    j. preflight and packaging files
2. Imagery Software
    a. batch processing
    b. working with metadata
    c. rasterizing vector art
    d. vectorizing raster art
    e. editing and retouching
    f. transparency, effects and blending modes
3. Project Management, Collaboration, Research and Planning, Development and Execution
    a. project

planning and scheduling
b. communicating
job specifications and requirements
c. concept
development and execution
d. document
sharing strategies
e. working
with clients, approvals, and sign-offs
f. troubleshooting
and preparing files for publishing and online delivery

Course Objectives

At the end of the course, the student will be able to:

1. conceptualize and create effective design solution(s) to specific criteria
2. use appropriate software and hardware to create complex documents that meet the requirements for traditional and digital publishing technologies.
3. participate in a collaborative environment to develop and manage projects
4. correctly prefight files for various printing systems.

Methods of Instruction

- **Demonstration**
- **Lab**

Outside Assignments

None

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Group Projects**
- **Class Work**
- **Lab Activities**
- **Other**
  Students will be evaluated on attendance, participation, appropriate use of technology and completion of tutorials, as well as assigned technical and aesthetic investigations. Work will demonstrate a synthesis of a concept, advanced techniques and knowledge of printing, preflighting, publishing and manufacturing processes presented in the course. Quizzes and/or tests on technical material will be administered.

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts
None

Instructional Materials

1. Notebook, paper, felt-tip pens, storage devices to back-up student work

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Student Learning Outcomes

1. 1. GRPH121 SLO1 - Demonstrate knowledge of the methods of research and development, content development, visual literacy and preparation and printing of complex digital layouts for traditional and digital publishing.
2. 1. GRPH121 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

Distance Learning

This course is not Distance Learning.

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Board Approval:
PCA Established:
DL Conversion:
Date Reviewed:
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Graphic Arts
Department: Fine Arts
Prefix and Number: GRPH 125
Catalog Course Title: Digital Design & Publishing Lab
Banner Course Title: Digital Design & Publishing Lab

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	3.0	48.0 - 54.0	1.0

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Corequisite
GRPH 115 Digital Design and Publishing

Advisories
CBIS 381 Introduction to Mac OS

Entrance Skills

Upon entering this course, the student should be able to:

GRPH 115 - Digital Design and Publishing

- Analyze the process and digital requirements for graphic design elements for various digital publishing systems.
- Apply best practices in the preparation of graphic design elements such as type, illustrations and photographs for reproduction.

- Design visually effective solutions to simple and complex page layouts using current graphic software.
- Prepare graphic files that are efficient and economical solutions for the appropriate reproduction process.

CBIS 381 - Introduction to Mac OS

- describe the functions and purposes of the operating system.
- use menus, commands, and icons.
- customize the dock by setting the program icons' display options.
- create, delete, modify and organize files and folders.
- use operating system's applications.
- manage and control printing.

Catalog Description

This lab provides opportunities to design, create and produce a variety of publication layouts utilizing current Adobe InDesign software and Apple computers in a studio/lab environment. Students will explore the tools, techniques, and processes used in developing artwork for single page, multiple page and long-form documents for print production and digital publications.

Course Content

Lecture

1. Publication Software
    a. Workspace, tools, and panels
        i. Document set-up
        ii. Master pages
    b. Grids, guides and alignment tools
        i. Type tools and palettes
        ii. Character and paragraph styles
        iii. Linked and embedded content
        iv. Layers and effects
        v. Color management
        vi. Preflight and packaging files
            A. Imagery Software
                I. raster vs vector
                II. workspaces, tools, and panels
                III. selection and content creation tools
                IV. vector points, lines, shapes and fills
                V. editing and retouching
                VI. transparency, effects and blending modes
                VII. resolution, cropping and resizing
                VIII. color modes and color correction
            B. Project Management, Research, and Planning, Development and Execution
                I. working collaboratively – roles and expectations
                II. estimating, proposals and planning
                III. concept development and execution
                IV. document sharing strategies
                V. working with clients, approvals and sign-offs
                VI. preparing files for publishing

Course Objectives

At the end of the course, the student will be able to:

1. 1. Conceptualize and create effective design solutions in a collaborative environment.
2. 2. Use InDesign to create documents that meet the requirements for traditional and digital publishing technologies.
3. 3. Use appropriate software and hardware to complete projects.
4. 4. Correctly prefight files for various printing systems

Methods of Instruction

- **Demonstration**
  Instructor will demonstrate use of software and best practices for developing projects.
- **Lab**
  Students will use industry standard equipment in the lab to produce professionally designed layouts ready for press.

Outside Assignments

None

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Group Projects**
- **Class Participation**
- **Lab Activities**
- **Other**
  Students will be evaluated on attendance, participation, appropriate use of technology and completion of tutorials, as well as assigned technical and aesthetic investigations. Work will demonstrate a synthesis of a concept, techniques and knowledge of printing, preflighting, publishing and manufacturing processes presented in the course. Quizzes and/or tests on technical material will be administered.

Adopted Texts and Other Instructional Materials

Textbooks

1. Adobe Press *Adobe InDesign CC Classroom in a Book (2018 release)* Edition: 2018 2018 This is the book used in the co-requisite course.

Other Texts

None

Instructional Materials

1. Handouts, *graphic magazines, websites, and blogs

Notebook, paper, felt-tip pens, mat boards, ruler, scissors, X-Acto knife, plastic triangle, and storage devices to backup student work.
InDesign Secrets.com (Free members-only subscription based) Lynda.com (to be assigned)
http://tv.adobe.com/product/indesign (free online tutorials)
Creative Commons.org/licenses

Student Learning Outcomes

1. GRPH125 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.
2. GRPH125 SLO1 - Demonstrate knowledge of the methods of project research and development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.

Distance Learning

This course is not Distance Learning.

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Approved
Degree Requirements

Allan Hancock College
Program Outline

Title: Digital Media - Graphic Design
Award Type: Associate in Science

The Digital Media - Graphic Design program prepares students for careers in the visual media industry. The curriculum is designed to help students build strong design foundations, visual literacy skills and become proficient in the technical skills required of a visual designer. Coursework leads to degree completion, transfer and/or entry-level employment. Electives provide for emphasis in specific areas of interest including illustration, graphic design, digital publishing, web design and 3-D design. Capstone courses offer a unique opportunity to create a collective portfolio of student work.

The graduate of the Associate in Science in Digital Media - Graphic Design will:

- Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
- Create and develop visual form in response to design problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, and good design aesthetics for the construction of meaningful communication.
- Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design elements in the development of professional quality design for digital and print media.
- Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
- Produce work for a digital portfolio that showcases individual graphic design competencies.

Program Requirements

A major of 36 units is required for the associate in science degree.

Required core courses (27 units):		**Units:** 27
ART108	Design 1 on the Computer	3
or		
GRPH108	Design 1 On The Computer	3
or		
ART110	Design 1	3
GRPH110	Introduction to Graphic Design	3
GRPH111	Digital Imagery Lab	1
GRPH112	Digital Imagery	3
GRPH113	Digital Illustration	3
GRPH114	Digital Illustration Lab	1
GRPH115	Digital Design and Publishing	3
GRPH116	Digital Portfolio for Web & Social Media	3
GRPH117	Typography	3

GRPH125	Digital Design & Publishing Lab	1
MMAC101	Introduction to Multimedia Processes	2
MMAC102	Introduction to Multimedia Lab	1

Plus a minimum of 9 units selected from Options A , B, C, or D

Option A - General Concentration		**Units:** 9
ART106	Art of the 20th Century	3
ART112	Design Color Theory	3
ART120	Drawing 1	3
ART122	Life Drawing 1	3
FILM101	Film as Art and Communication	3
GRPH118	Introduction to Web Graphics	3
GRPH120	Advanced Design for Publishing	3
GRPH121	Advanced Design for Publishing Lab	1
GRPH127	History of Graphic Design	3
GRPH129 or	Digital Tools for Visual Media	3
MMAC129	Digital Tools for Visual Media	3
GRPH130	3D Modeling For Production	3
GRPH189	Independent Projects	0
MMAC114	Dynamic Internet Design	3
MMAC126 or	Introduction to Motion Graphics	3
FILM126	Introduction to Motion Graphics	3
PHTO170	Digital Photography	3

Option B - Illustration Concentration

ART107	Computer Fine Art	3
ART120	Drawing 1	3
ART121	Drawing 2	3
ART122	Life Drawing 1	3
GRPH129 or	Digital Tools for Visual Media	3
MMAC129	Digital Tools for Visual Media	3

Option C - Design for Publishing

GRPH120	Advanced Design for Publishing	3
GRPH121	Advanced Design for Publishing Lab	1
GRPH127	History of Graphic Design	3
GRPH189	Independent Projects	0

PHTO170	Digital Photography	3
CWE149	Cooperative Work Experience OCCUPATIONAL	1 - 8

Option D - Media Design Concentration

GRPH118	Introduction to Web Graphics	3
GRPH129 or	Digital Tools for Visual Media	3
MMAC129	Digital Tools for Visual Media	3
GRPH130	3D Modeling For Production	3
MMAC126 or	Introduction to Motion Graphics	3
FILM126	Introduction to Motion Graphics	3
PHTO170	Digital Photography	3

Total Program Units 36

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Proposed
Certificate of Achievement
Applied Design/Media: Graphics

Allan Hancock College
Program Outline

Title: Digital Media - Graphic Design
Award Type: Certificate of Achievement

The Applied Design/Media: Graphics program prepares students for careers in the visual media industry. The curriculum is designed to help students build strong design foundations, visual literacy skills and become proficient in the technical skills required of a visual designer. Coursework leads to entry-level employment in the region. Electives provide for emphasis in specific areas of interest including illustration, graphic design, digital publishing, web design and 3-D design. Capstone courses offer a unique opportunity to create a collective portfolio of student work.

The graduate of the Certificate of Achievement in Digital Media - Graphic Design will:

- Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
- Create and develop visual form in response to design problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, and good design aesthetics for the construction of meaningful communication.
- Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design elements in the development of professional quality design for digital and print media.
- Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
- Produce work for a digital portfolio that showcases individual graphic design competencies.

Program Requirements

A major of 37 units is required for this Certificate of Achievement

Required core courses (28 units)		**Units:** 28
ART108	Design 1 on the Computer	3
or		
ART110	Design 1	3
or		
GRPH108	Design 1 On The Computer	3
GRPH111	Digital Imagery Lab	1
GRPH112	Digital Imagery	3
GRPH110	Introduction to Graphic Design	3
GRPH113	Digital Illustration	3
GRPH114	Digital Illustration Lab	1
MMAC101	Introduction to Multimedia Processes	2
MMAC102	Introduction to Multimedia Lab	1
GRPH117	Typography	3

GRPH115	Digital Design and Publishing	3
GRPH125	Digital Design & Publishing Lab	1
GRPH116	Digital Portfolio	3

Plus a minimum of 9 units selected from Option A, B, C, or D

Option A - General Concentration		**Units:** 9
ART106	Art of the 20th Century	3
ART112	Design Color Theory	3
ART120	Drawing 1	3
ART122	Life Drawing 1	3
FILM101	Film as Art and Communication	3
FILM126 or	Introduction to Motion Graphics	3
MMAC126	Introduction to Motion Graphics	3
GRPH116	Digital Portfolio	3
GRPH120	Advanced Design for Publishing	3
GRPH127	History of Graphic Design	3
GRPH129 or	Digital Tools for Visual Media	3
MMAC129	Digital Tools for Visual Media	3
GRPH130	3D Modeling For Production	3
GRPH189	Independent Projects	0

Option B - Illustration Concentration

ART107	Computer Fine Art	3
ART120	Drawing 1	3
ART121	Drawing 2	3
ART122	Life Drawing 1	3
GRPH129 or	Digital Tools for Visual Media	3
MMAC129	Digital Tools for Visual Media	3

Option C - Design for Publishing

GRPH120	Advanced Design for Publishing	3
GRPH121	Advanced Design for Publishing Lab	1
GRPH127	History of Graphic Design	3
GRPH189	Independent Projects	0
PHTO170	Digital Photography	3
CWE149	Cooperative Work Experience OCCUPATIONAL	1 - 8

Option D - Media Concentration

GRPH118	Introduction to Web Graphics	3
GRPH130	3D Modeling For Production	3
GRPH129	Digital Tools for Visual Media	3
or		
MMAC129	Digital Tools for Visual Media	3
FILM126	Introduction to Motion Graphics	3
or		
MMAC126	Introduction to Motion Graphics	3
PHTO170	Digital Photography	3

Total Program Units **37**

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Allan Hancock College
Program Outline

Title: Digital Media - Visual Design
Award Type: Certificate of Accomplishment

The Certificate of Accomplishment in Visual Design prepares student to work in a specialized field of graphic design as production artists, graphic designers, and digital imaging professional. The program emphasizes design and production principles and develops the students knowledge and skills required to solve graphic design and layout problems encountered in various print media. The program is designed for both those seeking to enter a career in graphic art and those already working in the field who wish to advance and update their knowledge and skills.

The graduate of the Certificate of Accomplishment in Digital Media - Visual Design will:

- Demonstrate proficiency in the core skills and knowledge required for employment in a graphic design position.

Program Requirements

Required Courses (14 units)		**Units:** 14
GRPH110	Introduction to Graphic Design	3
GRPH111	Digital Imagery Lab	1
GRPH112	Digital Imagery	3
GRPH113	Digital Illustration	3
GRPH114	Digital Illustration Lab	1
GRPH117	Typography	3

Total Program Units 14

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CTEA
Graphics
Advisory Committee

Department	Dean	Faculty	Advisory Committee Name	First	Last	School/Business	Position	Address	City	State	Zip Code	Phone/Fax	Email	Date Added	
Fine Arts	Larissa Nazarenko	ncy Jo W	Graphics	Brian	Lawler	Cal Poly University	Faculty - GRC		San Luis Obispo	CA	93407	805 756-1107	blawler@calpoly.edu	2014	
				Mary	LaPorte	Cal Poly University	Faculty - Art & Design		San Luis Obispo	CA	93407	805 756-1111	mlaporte@calpoly.edu	2014	retired
				Susan	Rees	Image Factory	Owner	411 Taunton Drive	Santa Maria	CA	93455	805 922-8363	susan.rees@imagefactorysm.com	2014	
				Mandy	Schuldt	Hancock College	Faculty	4985 Shasta Way	Santa Maria	CA	93455	805-720-3685	mschuldt@hancockcollege.edu	2014	
				Glenn	Hiramatsu	Hancock College	Faculty		Santa Maria	CA		805 680-1853	glenn.hiramatsu@hancockcollege.edu	2014	
				Anne	Young	Voler	Art Director	21 Saratoga Ave	Grover Beach	CA	93433	800 488-6537 x220	anney@voler.com	2014	
				James	Jepsen	Local Copies	General Manager	1500 South Broadway	Santa Maria	CA	93454	805 928-5776	james@localcopies.com	2014	
				Rich	Easton	3.0 Clothing	Owner/Designer	237 W Carmen Lane	Santa Maria	CA	93454	805 698-1219	RichEast24@gmail.com	2014	
				Doug	Brigham	Spectrum Color	Owner	645 Tank Farm Unit E	San Luis Obispo	CA	93401	805 471-6989	spectrumcolor@gmail.com	2014	
				Roberta	Garner	Point of Action	Designer	2232 S Depot St., Suite C	Santa Maria	CA	93454	805 922-6253	bertag73@comcast.net	2014	

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				Brooke	Bradley	American Screen Printing	Designer	304 E. Oak St.	Santa Maria	CA	93454	805-925-0878	brooke@shirtdoctors.com	2016	M & W
				Brittney	Hensley	S. Lombardi & Associates	Sales Manager	520 South Higuera Street	San Luis Obispo	CA	93401	805-544-9220	brittany@slaslo.com	2016	4/11-4/27
				Steve	DeRose	SLOCOE	Work Experience Coordinator		San Luis Obispo	CA		805-459-3703	SDeRose@slocoe.org	2016	in for Michael Specchieria
				Brian	Tippit	DSD Creative Group	Designer/Owner			CA		805-459-1243	brian@dsdcreativegroup.com	2016	
				Brittney	Hensley	S. Lombardi & Associates	Sales Manager	520 South Higuera Street	San Luis Obispo	CA	93401	805-544-9220	brittany@slaslo.com	2016	4/11-4/27
				Vicki	Domingues	Old Town Shirt Factory	Designer/Printer		Santa Maria	CA			vicki@oldtownshirtfactory.com	2016	

				Charmaine	Martinez	Cal Poly Design Department	Chair		San Luis Obispo	CA			cmarti11@calpoly.edu		cannot attend this year

Design Advisory Notes Thursday April 6th, 2017

Atendees: Susan Rees - Image Factory, Glenn Hiramatsu – AHC Graphics Faculty and Freelancer, Anne Young – Voler, Doug Brigham– Spectrum Color, Vicki Dominguez– Old Town Shirt Factory, Ashley Evans – Five Star Graphics, Roberta Garner – Point of Action, James Jepson – Local Copies

Topics:

● Internships are hard for business owners because of the time it takes away from the business and also new law that says you have to pay interns. The skill-set interns need to have takes time to learn. Some members have bachelor degrees, master's degrees and years of work.

● Guest speakers, extern & internships, job shadowing, mentors were all discussed as ways to increase the relevance of in-class projects

● A mentorship or job shadow is a much more doable option. Shadowing would expose the student to the career. They might find an adjacent career this way.

● A tour of a local design studio and/or print shop would be good...get a bus and tour several of places in one day.

● Maybe get industry feedback through Skype

● In this business, 1/3 of time spent is figuring out the newest, latest, software and hardware.

● Certifications and degrees are not as important in this field as portfolios of work actual work that has been done by prospective candidates

● In-class hands-on project based activities are highly encouraged as these fields need people with crafting and manipulation of materials experience.

● Infusing entrepreneurial concepts into these classes will encourage students to think about paving their own path in this industry as many opportunities are part-time, temporary, or intermittent. Starting their own company, taking on work as an independent contractor, looking for project-based employment are the ways to be successful and trends they will encounter.

● Incorporating production-related concepts into classes such as math, English, and business were discussed. For instance, how is math used in design planning.

● Teach students to be curious and find out their own answers, the industry is changing too quickly to wait to be taught everything in school.

Skills Needed for ideal employee

- Employees need real world application and industry skills
- The soft skills are extremely important.
- You need to know what to do with a difficult client.
- The real world is that heads will roll if you don't meet deadline and how do you transfer that in the classroom?
- Employees need to have the ability to figure it out, they need to be resilient, able to do hard work, have ethics, show they are excited to be there.
- Learn how to turn off ego but keep confidence
- Time management skills a must
- Ability to take direction well
- Job interviewing skills needed
- Brainstorming skills needed
- Basic organization skills (Like where did my file go?) Naming conventions, following what particular business does.
- We do see that students coming in are good at working in a collective.

Applied Design/Media Graphics Advisory Meeting Spring 2016

Members present: Mandy Schuldt, Associate Faculty, Allan Hancock College; Entrepreneur; Glenn Hiramatsu, Associate Faculty, Allan Hancock College;; Brian Lawler, Tenured Faculty in the Graphic Communications program, Cal Poly University; Vicki Dominguez, Owner, Old Town Shirt Factory; James Jepsen, Manager/Designer, Local Copies, Etc; Anne Young, Art Director/Designer, Voler; Doug Brigham, Owner/Designer, Spectrum Color Images; Roberta Garner, Designer, Point of Action; Brooke Bradley, Owner/Designer, All American Screen Printing; Steve DeRosa, Work Experience Coordinator, SLOCOE

Meeting Summary:
The Advisory Committee members met in the O-100 conference room. Members received copies of the Degree Requirements and the Graphics Program Booklet. Mandy Schuldt shared the proof of the Exposed magazine class project. We discussed the various aspects of the Graphics program, student demographics, technology issues and toured the facilities.

Graphics Advisory Meeting Notes:
Pursue Continued Technology Support: Modern computers, current software, additional 3D printers

Recruitment & Outreach: Packets are mailed each year to HS Art/Design Faculty and Counselors that included the Applied Design Brochure, Program Booklet and the Exposed Magazine; AHC Graphic faculty participate in the Career Exploration Day; Faculty participated in the on-site Career Day at New Tech HS in Nipomo

Articulation Agreements & Transfers: Articulation agreements have been reviewed and facilitated by our local Articulation officer. Cal Poly University and San Jose State are seeing more transfers from AHC Design, Multimedia and Animation programs

Field trips: Cal Poly Shakespeare museum, local screen printing shop

Graphic Design & Education Trends: Packaging has HUGE opportunities for designers; Web Design opportunities continues to grow; 3D design field is growing

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Issues: Open Lab Access; Economically disadvantaged students do not save same opportunities to do work at home; student portfolios are only evidence of learning for students who do not graduate with a degree

Solutions: Write a grant for laptops as loaners; subscription to training resources such as Lynda.com for students to access in the labs; Develop Certificates of Achievement in the Graphics Program

Meeting Date: 10/23/2014 Location: O-103

Date Agenda Posted: 10/23/2014 Time: 6:00pm

Recap:

Graphics Advisory Meeting 10/23/14

1. Better IT support - dedicated to Apple OS, servers and networking (Brian, James, Glenn, Roberta and Mandy)
2. Teach to core design and conceptual skills (Mary and Anne)
3. Teach craft and production skills (Doug and James)
4. Support and promote transfers - Develop more articulation agreements (Mandy) Tracking transfers (? Mary)
5. Acknowledged district and community support of technology (Mary, Mandy and James)
6. Electives should include Photo, Drawing and Figure drawing (Mary and Anne)
7. Cal Poly wants Hispanic design students (Brian, Doug and Mary)
8. Support and promote internships and jobs, resume building and interview skills (Susan and Mary)
9. Outreach to HS programs, invite to visit AHC classes, design camp (Rich, James, Mary, Roberta and Brian)
10. Recruit female HS Hispanic students, encourage to transfer (Mary)
11. Incorporate more Field trips to Cal Poly, AIGA meetings, Shakespeare museum, Friday concept art classes, mentors (Mary, Roberta and Brian)
12. Graphic Design & Education Trends: web design, packaging, app design, game design, conceptual art

Applied Design/Media Graphics Advisory Meeting
Spring 2012 Meeting

Members present: Mary LaPorte, Area Director of Graphic Design, Art & Design Progran, Cal Poly University; Mandy Schuldt, Graphic Design Associate Faculty, Allan Hancock College, Entrepreneur; Nancy Jo Ward, Graphic Design Faculty, Allan Hancock College; Entrepreneur

Members unable to attend: Brian Lawler, Graphic Communications Department Faculty, Cal Poly University; James Jepson, Art Director/Designer/Manager, Local Copies

Meeting Summary:
Mary LaPorte visited the Graphics Department prior to the Annual CTEA Dinner and was given a tour of the department, shown student work and received newly revised COR's of all Graphics courses. Mandy Schuldt shared the proof of the Exposed magazine class project and we discussed the various aspects of the program and facilities.

General Program Comments:

- 11 students are graduating in Spring 2012. This is the most in one year in the history of our program
- In Fall 2012, we have 4 students transferring to Cal Poly University – 3 in the Art & Design program and 1 in the GRC, this is another 1st for our program
- It was acknowledged that we are lucky to have the financial support of Measure I TAC funds and CTEA grant funds to equip our labs with state-of-the-art equipment.
- Hancock students and faculty benefit from support from ITS to provide a dedicated Apple IT support person. Cal Poly and Cuesta have very little funds to purchase new equipment, and have lost their dedicated IT support person.
- Student projects from the recent Hancock student show and both said the work was "impressive."
- Mary acknowledged how difficult it is to teach graphics here at Hancock without a required sequence of classes. I shared that we might have enrollment issues for our classes if we implement prerequisites and have opted for advisories instead. We should, however, have a recommended sequence of courses and are preparing a flyer for the counseling department.
- We discussed the current lab space and how we are looking to improve the conditions by moving computer equipment into the current lecture area. She emphasized that hands-on process development and conceptualization is vital for students to succeed. The importance of space to draw, conceptualize and assemble projects was stressed and adequate space is for that should be considered.

Curriculum Comments

- Design 1 is core to our program
- Traditional portfolio development and presentation design are vital skills and we should consider adjusting the Digital Portfolio and Presentation course to require students to build both a traditional and digital portfolio and design "leave-behinds" for self promotion.
- Incorporate additional creative conceptualization activities in all graphics classes

For Students

- Take students on a field trip to other university's graphic programs. Especially days when student work is being critiqued, to spectate, to participate
- Spend time in class doing a "virtual tour" of university and art school design program web sites and look at student work.
- Take Students to Cal Poly Annual Open House and have students tour the department guided by CalPoly students
- Encourage students to attend/visit/join quarterly AIGA club events
- Take students to Cal Poly Portfolio Review Day
- Get on Art & Design Gallery mailing list and take students to attend events
- Encourage/develop a mentoring program where university graphic students mentor a CC graphic student

Outreach

- Coordinate outreach events at area High Schools, visit classes, show student work, take CC design student to talk to HS students. Create DVD of art and students talking about the program and their experiences at AHC
- Coordinate a mentoring project where Hancock students mentor a HS student
-

2017 - 2018
Executive Summary

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Rick Rantz, Academic Dean Date: 12/12/17

From: Nancy Jo Ward

We recommend the following persons for consideration for the validation team:

DEPARTMENT Fine Arts PROGRAM Applied Design/Media: Graphic Design

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Chris Diaz, Music Program
(Name) (Related Discipline/Program)

Jody Derry, CBIS
(Name) (Unrelated Discipline/Program)

(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

Brian Lawler, Professor
(Name) (Title)

Affiliation: Cal Poly University Telephone Contact Number: (805) 550-4736

Address 1329 Peach Street, San Luis Obispo CA 93401, USA blawler@calpoly.edu
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

APPROVED:
Academic Dean Date

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

MAJOR FINDINGS

Strengths of the program/discipline:

1. Program course offerings are relevant to industry needs.
2. New Certificates serve students who need to build skills and gain employment.
3. Program continues to graduate students and have students who transfer to CSU's.
4. Well-equipped lab allows students to get training on technology that is required to get jobs.
5. Faculty are innovative and continuously improving knowledge to share with students

Concerns regarding the program/discipline:

1. Need to continuously improve enrollment and increase program completions.
2. Need to develop industry partnerships that lead to work-based learning opportunities and apprenticeships.
3. Need better support from IT and MIT to positively impact student success

2. RECOMMENDATIONS

1. Continue to work with industry partners to keep curriculum relevant.
2. Continue to equip lab with industry-standard technology for students to develop work-based skills.
3. Continue to work with IT to implement computer and software updates and strategies for network and server reliability.
4. Continue to develop articulation agreements with universities for transfer students.
5. Continue to review, develop and/or modify certificates for students to gain employment.

VALIDATION TEAM SIGNATURE PAGE

Jody Derry

Chris Diaz

Brian Lawler

Nancy Jo Ward

Rick Rantz

2017 - 2018
Final Plan of Action

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Fine Arts PROGRAM Applied Design/Media: Graphics

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

See chart below for recommendations for the Plan of Action:

- Recommendations to improve desired **Student Outcomes** and improve **Student Performance**
- Recommendations to accommodate changes in **Student Characteristics**
- Recommendations to improve the **Educational Environment**
- Recommendations that require **Additional Resources**

Please be sure the signature page is attached.

Graphic Design Program Review Goals Post-Validation

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
#1	**Technology**	Replace obsolete or broken equipment as necessary to maintain the quality and currency of the program. Current inventory approx. $225,000	SLS2, IR2, IR4	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Submit work orders to IT. Write grants and/or requests for funds.	Advisory, Students, Faculty	Faculty & Administration	$225,000	$35,700	CTEA, SWP, EP	Varies - New lab computers in 2019-2020; other technology as required	Ongoing
#2	**Technology**	Work with IT and Media Instructional Technician (MIT) to develop system for regular software updates.	TMP1-TMP12	Increased faculty and student success.	Need support from Administration and IT to maintain lab technology. Train more IT staff to work with Apple computers.	Advisory, Faculty, Students, Administration	Faculty, Staff & Administration			District		Ongoing
#3	**Technology**	Continuous, reliable connection to network and servers.	TMP1-TMP12	Increased success for both faculty and students.	Communicate with and submit work orders to IT.	Advisory, Students, Faculty	Faculty, Staff & Administration			District	Varies	Ongoing
#4	**Technology**	District provided web hosting service and access for web design students	TMP1-TMP5, SLS2, SLS3	Increased enrollment, completions, transfers and employment	Work with administration and IT to achieve goals.	Students, Faculty, Adviisory & Administration	Administration			District		
#5	**Technology**	Add new technology as needed to reflect industry needs.	SLS2, IR2, IR4	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Write grants and/or requests for funds.	Advisory, Students, Faculty, ICT-DM Regional Deputy Sector Navigator	Faculty & Administration			CTEA, SWP, EP	Varies	Ongoing
#6	**Technology**	Install large screen monitors for exhibition of student work and digital signage	SLS2, IR2, IR4	Promotion of student work and opportunities in programs.	Write grants and/or requests for funds.	Students, Faculty	Faculty & Administration	$3,000		CTEA, SWP, EP	9/30/20	
	Curriculum	Continue to integrate diverse technologies and teaching methodologies into curriculum	IR3, SLS2, SLS4, SLS6	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Research, revise curriculum and implement into courses	Advisory, Students, Faculty, ICT-DM Regional Deputy Sector Navigator	Faculty & Administration			CTEA, SWP, EP		Ongoing
#7	**Curriculum**	Investigate possibility of offering Adobe Certified Expert (ACE) Testing	SSIP2, SSIP5, SLS2, SLS3	To maintain currency with industry and provide students with skills and knowledge to obtain degrees, certificates, transfer and enter workforce.	Identify necessary equipment, software, location and implement. Request Resources	Advisory, ICT-DM Regional Deputy Sector Navigator	Administration			CTEA, SWP	9/10/19	
	Curriculum	Attend conferences; connect with colleagues of Media Design programs at other CC's and transfer institutions	SLS3, SLS4	Currency of curriculum and program	Revise and/or develop curriculum, program and certificates as needed. Attend conferences.	Advisory, ICT-DM Regional Deputy Sector Navigator, Administration	Faculty & Administration			SWP PD funds		annually
	Curriculum	Review and update curriculum and textbooks for currency	SLS2, SLS3	Currency of curriculum and program	Revise and/or develop curriculum, program and certificates as needed. Attend conferences.	Advisory, Faculty & Administration	Faculty & Administration					annually
#8	**Enrollment**	Address non-traditional student enrollment and retention	SSI3, SLS2 - SLS8	Improved Performance of Core Indictors	Research issues, design a plan, and implement solutions	Administration	Faculty & Administration			3SP, CTEA, SWP	Reviewed Annually	Ongoing
#8	**Enrollment**	Analyze student enrollment and retention and develop a plan to improve results based on data from student surveys, faculty evaluations, and IE	SSI3, SLS2 - SLS8	Improve enrollment, completions, transfer rates and employment	Research issues, design a plan, and implement solutions	Students, Faculty & Administration	Administration			SWP PD	Reviewed Annually	Ongoing

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
#9	Enrollment	Continue outreach to high school faculty and counselors	SLS2, SLS3, SLS7	Participate in outreach events and social media to market program to JH, HS students and adult learners.	Design and/or update program brochures, disseminate to HS faculty and counselor via email and mail.	Faculty & Administration	Faculty & Administration	$250	$250	District, SWP		Ongoing
	Enrollment	Maximize course offerings and schedule to benefit students	SLS2. SLS4, SLS6	Increased enrollment, completions, transfers and employment	Review and develop schedule to serve student success and best utilize shared resources	Students & Faculty	Faculty & Administration				Every semester	Ongoing
	Enrollment	Investigate developing a Digital Badge program with Adult Ed	SLS2-SLS8, SSIP2	Workforce skill develoment for Adult Learners. Could lead to improved credit program enrollment.	Research issues, design a plan, and implement solutions	Advisory, ICT-DM Regional Deputy Sector Navigator, Administration	Faculty & Administration			District, AEBG, SWP		12/31/20
	Support & Improvement of Quality Instruction	Increase lab assistant funding	SSI3, SLS2 - SLS8	Increased student success with support for project-based learning	Budget Augmentation	Students, Advisory & Faculty	Administration	$2,000	$6,000	District	9/30/19	Ongoing
#10	Support & Improvement of Quality Instruction	Investigate combining Graphics & Multimedia into one Digital Media program with a Coordinator position	SLS2	Better coordination of curriculum, degrees, and shared resources	Research comparable programs in CA. Present results to administration.	Administration	Administration			District	9/30/20	
	Support & Improvement of Quality Instruction	Improve Graphic program computer and software access for students	TMP2	Increased enrollment, completions, transfers and employment	Write requests for funds to increase # of loaner laptops. Advocate for Lynda.com subscription for	Students, Advisory, & Faculty	Administration	$60,000		CTEA, SWP	9/30/19	
	Support & Improvement of Quality Instruction	Advocate the need for the Media Instructional Technician to be adequately trained and proactive in maintaining computer labs	TMP2, TMP3, TMP9	Improved faculty and student success. Shared responsibility with IT in maintaining Media computer labs.	Continue to review currency of job description. Advocate for the hiring and/or training of qualified staff as needed.	Students, Advisory, Faculty & Administration	Administration			District	9/30/21	
#11	Support & Improvement of Quality Instruction	Continue to build relationships with local employers and advisory committee members.	I1	Increased currency in program, student success and internships.	Personal contact with colleagues at universities, design studios and manufacturing facilities.	Faculty, Student & Advisory	Faculty			Stipend, District		Ongoing
	Support & Improvement of Quality Instruction	Maintain adequate budget allocation to support Graphic Design program	SLS2, SLS5, IR2	Supports all aspects of the Graphics program	Assist with documenting justification	Students, Faculty & Advisory	Administration		$100,000	District		Ongoing
	Support Student Success	Full-time clerical support for Fine Arts	IR1	Better support for and year round coordination of Fine Arts programs and activities.	Assist with documenting justification	Faculty & Administration	Administration			District	7/30/20	Upon retirement of current support staff
#12	Support Student Success	Assist in developing SEP's for all students in the Graphics program	EMP1, SSIP1, SSIP2, SSIP5	Increased enrollment, completions, transfers and employment	Assist with documenting justification. Need support from Student Services for CTE Counselor	Administration	Faculty & Administration			Student Services, District	6/15/19	Ongoing
	Support Student Success	Hire a 2nd full-time Graphic Design faculty member when FTEF/FTES ratio reaches 14+	EMP3, IR1, SLS1-SLS8	Increased enrollment, completions, transfers and employment. Increased outreach efforts, internships and workforce partnerships.	Assist with documenting justification	Administration	Faculty & Administration		$80,000	District		
#13	Support Student Success	Continue to refine, evaluate and assess Student Learning Outcomes	SLS1, SLS2	Better assessment of data for curriculum and program planning and reporting.	Advocating, Elumin training and assistance for all program faculty to report on CSLO's	Administration	Faculty & Administration					Ongoing

Goal	Resource Type	Goal	Strategic Goal & Master Ed Plan Alignment	Anticipated Outcome	Action Needed	Identified By	Primary Responsibility	One-Time Cost	Annual Ongoing Cost	Possible Funding Source	Anticipated Date Needed	Status: Completed or Ongoing
	Institutional Research	Improved data reporting from IE to reflect accuracy in in program analysis.	G1	Better assessment of data for planning and reporting. Accuracy in reports and resource requests	Work with IE staff to revise data as needed to include cross-listed and linked courses	Faculty & Administration	Administration			District		Ongoing
#14	Facilities	Replace stained or broken chairs and tables as needed	SLS2, SLS5, IR2	Improved facilities for student learning	Assist with documenting justification	Students & Faculty	Administration			EP, District		6/1/19
	Facilities	Move Graphics program into the new lecture classroom, computer lab, and print room in the new Fine Arts Complex.	FMP Capitol Project 1	improved facilities and interdisciplinary collaborations with other Fine Arts programs	Assist with planning and support as needed	Students, Faculty, Advisory & Administration	Administration			District	6/30/22	Upon completion of construction of new FA building.

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Nancy Jo Ward

Nancy J Ward Date: 9/17-12/18/18

Reviewed:

Department Chair*

[signature] Date: 1/31/19

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Rick Rantz Date: 12/20/18

Vice President, Academic Affairs

[signature] Date 2/8/19

2017-18 Comprehensive Program Review SLO Data – Fall 2011 – Spring 2017

Review and use to respond to Questions IV. Program SLOs/Assessment of the annual update template AND Section 3. Assessment Plan.

*****You do not need to attach ALL reports to your program review**. Ideally you will *snip out* important data to insert into your narrative and then provide your analysis. You can use the snipping tool on a PC in the start menu or use Shift + Command + 4 on a Mac.

Reports included in data packet:

1. ILO/PSLO Summary Map by Course/Context
2. SLO Performance – ILO/PSLO Overall
3. SLO Performance – By Department, Course, CSLO
4. Course Statistics and Evidence
5. SLOs Listing from eLumen (Active courses)

Things to consider:

- Review your mapping form (#1) – do your course SLOs align correctly with your program SLOs? If not, address what changes you would like to make and record them in your program review. To make changes to your mapping, contact Jennie Robertson x3880.
- Review the overall program assessment data (#2). How are your students performing at the program level? In this case approximately 12% of students are below the standard. This is acceptable and doesn't raise any flags. If this number was higher (specifically 30% or above) you would want to address this gap in your narrative and provide actions to work toward improvement in the future.

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	398	73.16%	83	15.26%	60	11.03%	3	0.55%	544	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	120	71.43%	21	12.50%	27	16.07%	0	0.00%	168	100.00%
Total	**518**	**72.75%**	**104**	**14.61%**	**87**	**12.22%**	**3**	**0.42%**	**712**	**100.00%**

- Review the SLO Performance – By Department, Course, CSLO report to see which SLOs have assessment data for these terms. This report will assist you when you review your assessment plan to see if you are on track *to assess ALL SLOs at least once within a six-year term*.

- Review the Course Statistics and Evidence report (#4). This shows a summary of the courses in your discipline and addresses: do they all have SLOs, are they mapped, do they have assessments, etc. Does anything stand out you need to fix or address? Also this shows each course, its SLOs and assessments for ALL terms back through Fall 2010 and any course improvement plans (if they were completed for these terms).
    - Review your course improvement plans to see what might stand out and need to be highlighted within your narrative. You don't need to address everything, but maybe pick 1-3 items. In this example below, due to too many assessments, they will simplify their SLOs. That should be recorded in the narrative to "close the loop" and as potential goal.

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> [redacted] - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	86% of students met or exceeded standard. In Health Sciences we have a different grading criteria then other areas of the college. 75% is the minimum standard. So students are held to a higher standard.	2016-02-04	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	13% of students were below the expectation. Below 75%	2016-02-04	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	We have too many assessments for this course-(five). We will be simplify the SLO's and feel like they will be more manageable in the future.	2016-02-04	

Assessment Plan (Section 3 in the Comprehensive Program Review Guide)

A clean list of course and program outcomes are provided (#5) at the end of your packet. Please review these and make sure they reflect your most current SLOs. If you have made recent changes through Curricunet, there could be a delay in these being reflected in eLumen. Contact Jennie at ext. 3880 if you notice any issues. You will need to list your program outcomes on your Assessment Plan.

Course/Program Alignment – you can develop a more detailed list of how each course aligns with your program in which you specify (I-introduced, D-developed or M-Mastery). You can first reference your program summary map (#1) to see how the course links to a specific program. See example:

(Key: I= Introduced, D=Developed and practiced with feedback; M=Demonstrated at a specified mastery level)

	Program Outcomes				
Course Outcomes	1	2	3	4	5
P106	I,D				
P110		I,D			
P120	D		I,D		
P240	D			I,D	
P250					I,D
P310	D	D	D	D	
P320		D			
P330	D		D		
P340	D			D	
P390	M	M	M	M	M
P391	M	M	M	M	M

Implementation of Assessment – provide a statement of what mechanisms are used to assess your outcomes.

Assessment Cycle – if you have already created an assessment cycle for ALL program and course SLOs it should be listed on the program review matrix http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top (6th column). It makes sense to review and update it at this point for the next six-year cycle. You can address any gaps (why you didn't assess all outcomes) in Question IV above, which may assist your planning.

If you have not yet created a cycle, (there is a template on myHancock Doc/Forms Library called *Six Year Assessment Schedule Template* or you can create one that works for you), this provides you an opportunity to reflect on how you currently assess your SLOs and set up a cycle of assessments so that ALL SLOs (both program and course) will be *assessed at least once in the six-year program cycle*. If you assess all SLOs each time you teach them, you can reflect that here in a statement, versus a chart. This should be a meaningful guide to assist you track your assessment plan and help you stay on track.

Dissemination of Information – provide a statement of how your program shares assessment results within department and/or institution.

ILO Summary Map by Context

Map Origin: Courses for Graphics

Map Target: Graphics Program Outcomes

Course	Graphics Program Outcomes	Graphics Program Outcomes: Graphics Program Outcomes				
		GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.	GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.	GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.	GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.
GRPH108		1				
GRPH110		3				
GRPH111			1	1		
GRPH112			1	1		
GRPH113		1	1			
GRPH114				1	1	
GRPH115		1	1			
GRPH116				1	1	1
GRPH117			1	1		
GRPH118		1		1	1	
GRPH120		1		1	1	
GRPH127		1	2			
GRPH130			1	1	1	
GRPH160			1			
GRPH360				1	1	
GRPH361				1	1	
GRPH362				1	1	
		9	**9**	**11**	**8**	**1**

Allan Hancock College

SLO Performance Report

by Department with SLO

Department: Graphics

Courses: All Courses

Terms: Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011

SLOs: PSLO Class Graphics Program Outcomes

Date: 09/27/2017

Department: Graphics

PSLO: GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	7	58.33%	2	16.67%	3	25.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%
Fall 2012	6	27.27%	16	72.73%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%
Spring 2014	4	80.00%	1	20.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%
Spring 2015	4	21.05%	11	57.89%	4	21.05%
Fall 2015	9	42.86%	10	47.62%	2	9.52%
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	42	45.16%	40	43.01%	11	11.83%
Spring 2017	0	0.00%	0	0.00%	0	0.00%
Overall	72	41.86%	80	46.51%	20	11.63%

PSLO: GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	20	52.63%	10	26.32%	8	21.05%
Spring 2012	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%
Spring 2013	8	57.14%	5	35.71%	1	7.14%
Fall 2013	6	66.67%	2	22.22%	1	11.11%
Spring 2014	15	62.50%	6	25.00%	3	12.50%
Fall 2014	0	0.00%	0	0.00%	0	0.00%
Spring 2015	3	27.27%	8	72.73%	0	0.00%
Fall 2015	15	93.75%	1	6.25%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	10	83.33%	2	16.67%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%
Overall	77	62.10%	34	27.42%	13	10.48%

PSLO: GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	19	54.29%	9	25.71%	7	20.00%
Spring 2012	12	70.59%	2	11.76%	3	17.65%
Fall 2012	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%
Spring 2014	13	65.00%	7	35.00%	0	0.00%
Fall 2014	5	62.50%	2	25.00%	1	12.50%
Spring 2015	24	57.14%	14	33.33%	4	9.52%
Fall 2015	21	75.00%	7	25.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	40	85.11%	7	14.89%	0	0.00%
Spring 2017	11	73.33%	3	20.00%	1	6.67%
Overall	145	68.40%	51	24.06%	16	7.55%

PSLO: GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	4	28.57%	8	57.14%	2	14.29%
Spring 2012	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%
Spring 2015	21	51.22%	15	36.59%	5	12.20%
Fall 2015	8	57.14%	6	42.86%	0	0.00%
Spring 2016	20	62.50%	10	31.25%	2	6.25%
Fall 2016	17	85.00%	2	10.00%	1	5.00%
Spring 2017	7	53.85%	6	46.15%	0	0.00%
Overall	77	57.46%	47	35.07%	10	7.46%

PSLO: GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Department: Graphics

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2011	50	50.51%	29	29.29%	20	20.20%
Spring 2012	12	70.59%	2	11.76%	3	17.65%
Fall 2012	6	27.27%	16	72.73%	0	0.00%
Spring 2013	8	57.14%	5	35.71%	1	7.14%
Fall 2013	6	66.67%	2	22.22%	1	11.11%
Spring 2014	32	65.31%	14	28.57%	3	6.12%
Fall 2014	5	62.50%	2	25.00%	1	12.50%
Spring 2015	52	46.02%	48	42.48%	13	11.50%
Fall 2015	53	67.09%	24	30.38%	2	2.53%
Spring 2016	20	62.50%	10	31.25%	2	6.25%
Fall 2016	109	63.37%	51	29.65%	12	6.98%
Spring 2017	18	64.29%	9	32.14%	1	3.57%

Overall by PSLO for Department: Graphics

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	72	41.86%	80	46.51%	20	11.63%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.	77	62.10%	34	27.42%	13	10.48%
GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.	145	68.40%	51	24.06%	16	7.55%
GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.	77	57.46%	47	35.07%	10	7.46%
GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.	0	0.00%	0	0.00%	0	0.00%

SLO Performance - By Department, Context, CSLO

Program: Graphics Date: 09/27/2017

Terms Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011

GRPH108: Design 1 on the Computer

GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	100.00%
Spring 2014	4	66.67%	1	16.67%	0	0.00%	1	16.67%	6	100.00%
Fall 2011	7	58.33%	2	16.67%	3	25.00%	0	0.00%	12	100.00%
Totals	17	68.00%	4	16.00%	3	12.00%	1	4.00%	25	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	100.00%
Spring 2014	4	66.67%	1	16.67%	0	0.00%	1	16.67%	6	100.00%
Fall 2011	7	58.33%	2	16.67%	3	25.00%	0	0.00%	12	100.00%
Totals	17	68.00%	4	16.00%	3	12.00%	1	4.00%	25	100.00%

GRPH110: Introduction to Graphic Design

GRPH110 SLO1 - Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	4	18.18%	14	63.64%	4	18.18%	0	0.00%	22	100.00%
Totals	4	18.18%	14	63.64%	4	18.18%	0	0.00%	22	100.00%

GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	11	50.00%	8	36.36%	3	13.64%	0	0.00%	22	100.00%
Fall 2015	9	40.91%	10	45.45%	2	9.09%	1	4.55%	22	100.00%
Fall 2012	6	27.27%	16	72.73%	0	0.00%	0	0.00%	22	100.00%
Totals	26	39.39%	34	51.52%	5	7.58%	1	1.52%	66	100.00%

GRPH110 SLO3 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	3	13.64%	15	68.18%	4	18.18%	0	0.00%	22	100.00%
Totals	3	13.64%	15	68.18%	4	18.18%	0	0.00%	22	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	18	27.27%	37	56.06%	11	16.67%	0	0.00%	66	100.00%
Fall 2015	9	40.91%	10	45.45%	2	9.09%	1	4.55%	22	100.00%
Fall 2012	6	27.27%	16	72.73%	0	0.00%	0	0.00%	22	100.00%
Totals	33	30.00%	63	57.27%	13	11.82%	1	0.91%	110	100.00%

GRPH111: Digital Imagery Lab

GRPH111 SLO1 - Demonstrate knowledge of image acquisition, visual literacy and preparation and printing of digital images for traditional and digital publishing.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH111 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

Totals for CSLOs

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH112: Digital Imagery

GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2014	10	55.56%	5	27.78%	3	16.67%	0	0.00%	18	100.00%
Fall 2011	16	66.67%	2	8.33%	6	25.00%	0	0.00%	24	100.00%
Totals	26	61.90%	7	16.67%	9	21.43%	0	0.00%	42	100.00%

GRPH112 SLO2 - Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	15	71.43%	2	9.52%	4	19.05%	0	0.00%	21	100.00%
Totals	15	71.43%	2	9.52%	4	19.05%	0	0.00%	21	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2014	10	55.56%	5	27.78%	3	16.67%	0	0.00%	18	100.00%
Fall 2011	31	68.89%	4	8.89%	10	22.22%	0	0.00%	45	100.00%
Totals	41	65.08%	9	14.29%	13	20.63%	0	0.00%	63	100.00%

GRPH113: Digital Illustration

GRPH113 SLO1 - Effectively articulate conceptual response to visual problems and demonstrate the process of developing artwork for creative solutions to graphic problems.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH113 SLO2 - Integrate the principles of graphic design and visual literacy with the technical skills necessary to develop projects executed in vectorbased graphic software.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

Totals for CSLOs

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH114: Digital Illustration Lab

GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15	100.00%
Spring 2015	13	61.90%	6	28.57%	2	9.52%	0	0.00%	21	100.00%
Spring 2014	13	59.09%	7	31.82%	0	0.00%	2	9.09%	22	100.00%
Spring 2012	12	70.59%	2	11.76%	3	17.65%	0	0.00%	17	100.00%
Totals	49	65.33%	18	24.00%	6	8.00%	2	2.67%	75	100.00%

GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2016	13	68.42%	6	31.58%	0	0.00%	0	0.00%	19	100.00%
Spring 2015	11	52.38%	8	38.10%	2	9.52%	0	0.00%	21	100.00%
Totals	24	60.00%	14	35.00%	2	5.00%	0	0.00%	40	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15	100.00%
Spring 2016	13	68.42%	6	31.58%	0	0.00%	0	0.00%	19	100.00%
Spring 2015	24	57.14%	14	33.33%	4	9.52%	0	0.00%	42	100.00%
Spring 2014	13	59.09%	7	31.82%	0	0.00%	2	9.09%	22	100.00%
Spring 2012	12	70.59%	2	11.76%	3	17.65%	0	0.00%	17	100.00%
Totals	73	63.48%	32	27.83%	8	6.96%	2	1.74%	115	100.00%

GRPH115: Digital Design & Publishing

GRPH115 SLO1 - Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	1	8.33%	7	58.33%	3	25.00%	1	8.33%	12	100.00%
Totals	1	8.33%	7	58.33%	3	25.00%	1	8.33%	12	100.00%

GRPH115 SLO2 - Apply basic graphic design business practices and effective project management skills to graphic design projects.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	3	25.00%	8	66.67%	0	0.00%	1	8.33%	12	100.00%
Totals	3	25.00%	8	66.67%	0	0.00%	1	8.33%	12	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	4	16.67%	15	62.50%	3	12.50%	2	8.33%	24	100.00%
Totals	4	16.67%	15	62.50%	3	12.50%	2	8.33%	24	100.00%

GRPH116: Digital Portfolio

GRPH116 SLO1 - Understand the purpose, requirements and methods of creating a digital portfolio.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH116 SLO2 - Demonstrate creative technical fluency in digitally archiving and presenting portfolio artifacts using current technologies.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH116 SLO3 - Prepare students to pursue higher educational goals and/or enter the labor force.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

Totals for CSLOs

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH117: Typography

GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	19	79.17%	5	20.83%	0	0.00%	0	0.00%	24	100.00%
Fall 2015	11	68.75%	2	12.50%	3	18.75%	0	0.00%	16	100.00%
Fall 2013	11	61.11%	4	22.22%	2	11.11%	1	5.56%	18	100.00%
Totals	41	70.69%	11	18.97%	5	8.62%	1	1.72%	58	100.00%

GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	10	83.33%	2	16.67%	0	0.00%	0	0.00%	12	100.00%
Fall 2015	15	93.75%	1	6.25%	0	0.00%	0	0.00%	16	100.00%
Totals	25	89.29%	3	10.71%	0	0.00%	0	0.00%	28	100.00%

GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	10	83.33%	2	16.67%	0	0.00%	0	0.00%	12	100.00%
Fall 2015	16	100.00%	0	0.00%	0	0.00%	0	0.00%	16	100.00%
Totals	26	92.86%	2	7.14%	0	0.00%	0	0.00%	28	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	39	81.25%	9	18.75%	0	0.00%	0	0.00%	48	100.00%
Fall 2015	42	87.50%	3	6.25%	3	6.25%	0	0.00%	48	100.00%
Fall 2013	11	61.11%	4	22.22%	2	11.11%	1	5.56%	18	100.00%
Totals	92	80.70%	16	14.04%	5	4.39%	1	0.88%	114	100.00%

GRPH118: Introduction to Web Graphics

GRPH118 SLO1 - Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	18	90.00%	2	10.00%	0	0.00%	0	0.00%	20	100.00%
Totals	18	90.00%	2	10.00%	0	0.00%	0	0.00%	20	100.00%

GRPH118 - SLO2 - Prepare various media for the web utilizing effective image and search engine optimization techniques.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	20	100.00%	0	0.00%	0	0.00%	0	0.00%	20	100.00%
Totals	20	100.00%	0	0.00%	0	0.00%	0	0.00%	20	100.00%

GRPH118 SLO3 - Demonstrate professional practices involved in website development including the development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	17	85.00%	2	10.00%	1	5.00%	0	0.00%	20	100.00%
Totals	17	85.00%	2	10.00%	1	5.00%	0	0.00%	20	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	55	91.67%	4	6.67%	1	1.67%	0	0.00%	60	100.00%
Totals	55	91.67%	4	6.67%	1	1.67%	0	0.00%	60	100.00%

GRPH120: Advanced Design for Publishing

GRPH120 SLO1 -Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	3	37.50%	4	50.00%	1	12.50%	0	0.00%	8	100.00%
Totals	3	37.50%	4	50.00%	1	12.50%	0	0.00%	8	100.00%

GRPH120 SLO2 - Evaluate and prepare complex digital files to specific reproduction criteria.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	2	25.00%	4	50.00%	2	25.00%	0	0.00%	8	100.00%
Totals	2	25.00%	4	50.00%	2	25.00%	0	0.00%	8	100.00%

GRPH120 SLO3 - Apply basic graphic business practices and effective project management skills to graphic design projects.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	3	37.50%	2	25.00%	3	37.50%	0	0.00%	8	100.00%
Totals	3	37.50%	2	25.00%	3	37.50%	0	0.00%	8	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	8	33.33%	10	41.67%	6	25.00%	0	0.00%	24	100.00%
Totals	8	33.33%	10	41.67%	6	25.00%	0	0.00%	24	100.00%

GRPH127: History of Graphic Design

GRPH127 SLO1 - Analyze how design, culture and technology affect each other.

CSLO not included in any Assessment Rubric

GRPH127 SLO2 - Identify, compare and contrast significant movements in the history of graphic design.

CSLO not included in any Assessment Rubric

GRPH127 SLO3 - Apply historical design styles to solve contemporary design problems.

CSLO not included in any Assessment Rubric

Totals for CSLOs

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A	Total

GRPH130: 3D Modeling for Production

GRPH130 SLO1 - Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14	100.00%
Totals	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14	100.00%

GRPH130 SLO2 - Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	4	28.57%	7	50.00%	3	21.43%	0	0.00%	14	100.00%
Totals	4	28.57%	7	50.00%	3	21.43%	0	0.00%	14	100.00%

GRPH130 SLO3 - Apply basic design business practices and effective project management skills to graphic design projects.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14	100.00%

Totals	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2011	12	28.57%	23	54.76%	7	16.67%	0	0.00%	42	100.00%
Totals	12	28.57%	23	54.76%	7	16.67%	0	0.00%	42	100.00%

GRPH160: Applied Design Graphics Lab

GRPH160 SLO1 - Identify, select and successfully apply appropriate graphic design processes and software in the development of creative projects assigned in Applied Design courses.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2012	9	90.00%	1	10.00%	0	0.00%	0	0.00%	10	100.00%
Totals	9	90.00%	1	10.00%	0	0.00%	0	0.00%	10	100.00%

GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2014	5	83.33%	1	16.67%	0	0.00%	0	0.00%	6	100.00%
Fall 2013	6	60.00%	2	20.00%	1	10.00%	1	10.00%	10	100.00%
Spring 2013	8	57.14%	5	35.71%	1	7.14%	0	0.00%	14	100.00%
Totals	19	63.33%	8	26.67%	2	6.67%	1	3.33%	30	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2014	5	83.33%	1	16.67%	0	0.00%	0	0.00%	6	100.00%
Fall 2013	6	60.00%	2	20.00%	1	10.00%	1	10.00%	10	100.00%
Spring 2013	8	57.14%	5	35.71%	1	7.14%	0	0.00%	14	100.00%
Fall 2012	9	90.00%	1	10.00%	0	0.00%	0	0.00%	10	100.00%
Totals	28	70.00%	9	22.50%	2	5.00%	1	2.50%	40	100.00%

GRPH360: Applied Design Graphics Lab 1

GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12	100.00%
Fall 2015	5	41.67%	7	58.33%	0	0.00%	0	0.00%	12	100.00%
Spring 2015	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12	100.00%
Fall 2014	5	55.56%	2	22.22%	1	11.11%	1	11.11%	9	100.00%
Totals	26	57.78%	17	37.78%	1	2.22%	1	2.22%	45	100.00%

GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	5	55.56%	4	44.44%	0	0.00%	0	0.00%	9	100.00%
Spring 2016	4	44.44%	3	33.33%	2	22.22%	0	0.00%	9	100.00%
Fall 2015	6	50.00%	6	50.00%	0	0.00%	0	0.00%	12	100.00%
Spring 2015	7	58.33%	5	41.67%	0	0.00%	0	0.00%	12	100.00%
Totals	22	52.38%	18	42.86%	2	4.76%	0	0.00%	42	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	5	55.56%	4	44.44%	0	0.00%	0	0.00%	9	100.00%
Fall 2016	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12	100.00%

Spring 2016	4	44.44%	3	33.33%	2	22.22%	0	0.00%	9	100.00%
Fall 2015	11	45.83%	13	54.17%	0	0.00%	0	0.00%	24	100.00%
Spring 2015	15	62.50%	9	37.50%	0	0.00%	0	0.00%	24	100.00%
Fall 2014	5	55.56%	2	22.22%	1	11.11%	1	11.11%	9	100.00%
Totals	48	55.17%	35	40.23%	3	3.45%	1	1.15%	87	100.00%

GRPH361: Applied Design Graphics Lab 2

GRPH361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2016	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3	100.00%
Spring 2015	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Totals	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	100.00%

GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	1	33.33%	2	66.67%	0	0.00%	0	0.00%	3	100.00%
Spring 2016	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3	100.00%
Fall 2015	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%
Totals	5	62.50%	3	37.50%	0	0.00%	0	0.00%	8	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	1	33.33%	2	66.67%	0	0.00%	0	0.00%	3	100.00%
Fall 2016	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3	100.00%
Spring 2016	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3	100.00%
Fall 2015	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%
Spring 2015	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Totals	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12	100.00%

GRPH362: Applied Design Graphics Lab 3

GRPH362 SLO1 - Identify, select and successfully apply advanced graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	

GRPH362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Spring 2016	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Totals	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Spring 2016	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Totals	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%

Report Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2017	18	64.29%	9	32.14%	1	3.57%	0	0.00%	28	100.00%
Fall 2016	128	65.31%	56	28.57%	12	6.12%	0	0.00%	196	100.00%

Spring 2016	20	62.50%	10	31.25%	2	6.25%	0	0.00%	32	100.00%
Fall 2015	64	66.67%	26	27.08%	5	5.21%	1	1.04%	96	100.00%
Spring 2015	52	45.22%	48	41.74%	13	11.30%	2	1.74%	115	100.00%
Fall 2014	5	55.56%	2	22.22%	1	11.11%	1	11.11%	9	100.00%
Spring 2014	32	61.54%	14	26.92%	3	5.77%	3	5.77%	52	100.00%
Fall 2013	17	60.71%	6	21.43%	3	10.71%	2	7.14%	28	100.00%
Spring 2013	8	57.14%	5	35.71%	1	7.14%	0	0.00%	14	100.00%
Fall 2012	15	46.88%	17	53.13%	0	0.00%	0	0.00%	32	100.00%
Spring 2012	12	70.59%	2	11.76%	3	17.65%	0	0.00%	17	100.00%
Fall 2011	50	50.51%	29	29.29%	20	20.20%	0	0.00%	99	100.00%
Totals	421	58.64%	224	31.20%	64	8.91%	9	1.25%	718	100.00%

Context Statistics And Evidence

Graphics

Date: 09/27/2017

Terms: Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011

Summary

Statistic	Number of Courses	Courses
Courses in the Department	17	GRPH108, GRPH110, GRPH111, GRPH112, GRPH113, GRPH114, GRPH115, GRPH116, GRPH117, GRPH118, GRPH120, GRPH127, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses with CSLOs	17	GRPH108, GRPH110, GRPH111, GRPH112, GRPH113, GRPH114, GRPH115, GRPH116, GRPH117, GRPH118, GRPH120, GRPH127, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	17	GRPH108, GRPH110, GRPH111, GRPH112, GRPH113, GRPH114, GRPH115, GRPH116, GRPH117, GRPH118, GRPH120, GRPH127, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses without CSLOs mapped to PSLOs	0	
Courses with direct assessment of PSLOs	0	
Courses with CSLOs mapped to ILOs	17	GRPH108, GRPH110, GRPH111, GRPH112, GRPH113, GRPH114, GRPH115, GRPH116, GRPH117, GRPH118, GRPH120, GRPH127, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses without CSLOs mapped to ILOs	0	
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	13	GRPH108, GRPH110, GRPH112, GRPH114, GRPH115, GRPH117, GRPH118, GRPH120, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses with planned Assessments scored	10	GRPH130, GRPH108, GRPH110, GRPH112, GRPH115, GRPH120, GRPH118, GRPH117, GRPH360, GRPH361
Courses with some Assessments scored	3	GRPH114, GRPH160, GRPH362
Courses without any Assessment scored	0	
Courses with no planned Assessments	4	GRPH111, GRPH113, GRPH116, GRPH127
Courses with at least one planned Action Plan	17	GRPH108, GRPH110, GRPH111, GRPH112, GRPH113, GRPH114, GRPH115, GRPH116, GRPH117, GRPH118, GRPH120, GRPH127, GRPH130, GRPH160, GRPH360, GRPH361, GRPH362
Courses with Action Plan Responses	0	
Courses with some Action Plan Responses	17	GRPH113, GRPH114, GRPH130, GRPH108, GRPH110, GRPH112, GRPH116, GRPH111, GRPH115, GRPH120, GRPH118, GRPH160, GRPH117, GRPH362, GRPH360, GRPH361, GRPH127
Courses without Action Plan Responses	0	
Courses with no planned Action Plans	0	

GRPH108 - Design 1 on the Computer

SLOs

CSLOs	» GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.
	Graphics Program Outcomes Graphics Program Outcomes

Mapped PSLOs	» GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
Mapped ILOs	**ILO** ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2011

Pre & Post Test Design Concepts

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.	12 of 16	58.33%	16.67%	25%	0

Spring 2014

Portfolio

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.	5 of 16	80%	20%	0%	1

Fall 2016

Design 1 Portfolio

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.	7 of 7	85.71%	14.29%	0%	0

Action Plans

Fall 2011

Course Improvement Plan Graphics Fall 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Fall 2011					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students learned effectively about design concepts and elements.	2012-05-04	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students needed more instruction in design styles and historical context.	2012-05-04	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Several of the slide lectures were redone to include more examples of art from various historical periods and movements.	2012-05-04	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Data indicates students exceeded or met the standards.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No response needed.	2017-09-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The biggest change was moving into new classrooms. The data indicated that there was the improvement of the Graphics facilities achieved by moving into the O-309 and O-308 classrooms support student success. Being in larger lab and lecture spaces that are clean and well-furnished with bigger work desks, air-conditioning and fresh paint is the kind of professional environment where students feel supported and can learn in. .	2017-09-20	Name: Reliable network access to the Graphics classrooms Detail: We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish a connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time. It also affects student's ability to print their projects and meet deadlines Status: Pending Name: Updated iMac computers for students Detail: These computers are past the 5-year obsolescence policy. There is a need to replace all computers in the Graphics lab with faster iMacs that have more memory and a faster video card. They crash on a regular basis and affect student's ability to complete work on time. Status: Pending

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The strength of this course is affected by the facilities and unreliable network.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Changes need to be made to support student success.	2017-09-20	Name: Move graphics program to O-308 and O-309 Detail: The lab space is not OSHA and ADA compliant - too small for the number of students served and this limits our ability to serve students Status: Pending

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We are advocating a move to better classrooms that will provide a larger, more professional environment for the lecture and lab.	2017-09-20	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students met or exceeded this outcome.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Failure of this outcome was due to students who should have dropped the class.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Students and their project completions are tracked better. They are required to submit all work to the server throughout the semester. If they stop coming to class, they are contacted and advised to drop.	2017-09-20	

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Almost 86% exceeded institutional standards.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None, the data indicated that all students exceeded or met standards.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The data indicates that the improvement of the Graphics facilities by moving into the O-309 and O-308 classrooms supports student success. Being in larger lab and lecture spaces that are clean and well-furnished with bigger work desks, air-conditioning and fresh paint is the kind of professional environment where students feel supported and can learn in. We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish a connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time.	2017-09-20	Name: Reliable network connection for computers in room O-308 and O-309 Detail: We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish a connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time. It also affects students ability to print their projects and meet deadlines. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Data indicates students are exceeding or meeting CSLO's enhanced by continuing to add to and enhance the technology in the classroom.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No action needed	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Continue to provide access to technology to ensure student learning and demonstration of objectives.	2017-09-20	

What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Through a CTE grant award, ten MacBook Pro laptops that are loaded with the current Adobe software were added to the technology available in the Graphics lab. Students were able to check these out for up to a week at a time to continue working on design projects at home. Also purchased with this grant award were 22 13" Cintiq interactive displays that are portable and can be connected to computers in the lab and/or checked out for students to take home for up to a week so they can build skills with this industry standard technology. These additions to our computer lab not only serves our economically disadvantaged students well but serves all students and directly impacts their success in this course.	2017-09-20	
Any other comments?	No action type	Anonymous	By mid-semester, the network issues seemed to be resolved by Patrick Halpin.	2017-09-20	

Fall 2015

Fall 2015 Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 >> Section A - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type		No Action Taken		

Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH108 >> Section 20496 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students had exceptional examples of learning design principles.	2016-12-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	One student had attendance issues and it affected his work in class	2016-12-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Try to intervene early in the semester when a student has attendance issues.	2016-12-21	

GRPH110 - Introduction to Graphic Design

SLOs

CSLOs	» GRPH110 SLO1 - Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware. » GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects. » GRPH110 SLO3 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
Mapped ILOs	**ILO** ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication

	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2012

Project 1: Ransom Note

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.	22 of 22	27.27%	72.73%	0%	0

Fall 2015

Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.	21 of 22	42.86%	47.62%	9.52%	1

Fall 2016

Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH110 SLO1 - Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware.	22 of 22	18.18%	63.64%	18.18%	0
GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.	22 of 22	50%	36.36%	13.64%	0
GRPH110 SLO3 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	22 of 22	13.64%	68.18%	18.18%	0

Action Plans

Spring 2012

Course Improvement Plan Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Spring 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	100% met or exceeded the expectations.	2012-03-02	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No weaknesses.	2012-03-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Overall the students met the expectations of the course. Will encourage students to implement design principles and elements evident in rough sketches.	2012-03-02	

Fall 2012

Course Improvement Plan Graphics Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The project is appropriate for non-design majors who want to explore the area of graphic design.	2013-02-12	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The need for better writing skills	2013-02-12	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Invite a Creative Writing Instructor to be a guest speaker for the assignment.	2013-02-12	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	An average of over 70% of students met or exceeded this outcome	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	An unacceptable percentage of students failed this outcome.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Students would be better served if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority.	2017-09-20	Name: Hire a different faculty member to teach this course. Detail: Several complaints have been made directly to full-time faculty, staff, and student workers. A different faculty member should be teaching this course, but the current part-time faculty contract has a seniority provision that prevents this. Status: Pending

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Approximately 90% of students have either met or exceeded this outcome.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Almost 10% of students have failed this outcome.	2017-09-20	Name: Hire another part-time faculty to teach this class Detail: Students would be better served if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority. Status: Pending
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The 10% failure on this outcome is not a good result in a course that is a feeder to this program. It may be necessary to not offer this course to the current part-time faculty member teaching this course.	2017-09-20	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Over 80% of students either met or exceeded this outcome for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A failure rate of anything over 10% is a failure to the students in this course.	2017-09-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Students would be better served if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority.	2017-09-20	Name: New part-time faculty member hired to teach this course Detail: The ability to assign part-time faculty to specific classes is not served by the seniority provisions in the current part-time faculty contract. Status: Pending

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Only 18% exceeded this outcome and 64% met this outcome.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Anything over a 10% failure rate indicates there is a problem with students being engaged with this course, the material and/or the instructor.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	It appears that the current instructor has changed and complicated the curriculum to the detriment of the students who are interested in this program.	2017-09-20	Name: Hire a different part-time faculty member to teach this course Detail: Several complaints have been made directly to full-time faculty, staff, and student workers. A different faculty member should be teaching this course, but the current part-time faculty contract has a seniority provision that prevents this. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH110 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The assessment data indicates that most students succeeded in this class.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The assessment data indicates that several students struggled in this class.	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	It appears that the current instructor has changed and complicated the curriculum to the detriment of the students who are interested in this program. Several complaints have been made directly to full-time faculty, staff, and student workers. An off-cycle evaluation was requested, but nothing happened.	2017-09-20	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Students would be better served if a different graphics faculty member could be hired to take over this course	2017-09-20	Name: New Graphics faculty or Remove Seniority from Part-time Faculty Contract Detail: Students would be better served if a different graphics faculty member needs to take over this course, which is an issue with the current part-time faculty contract and seniority. Status: Pending
Any other comments?	No action type	Anonymous	The ability to assign part-time faculty to specific classes is not served by the seniority provisions in the current part-time faculty contract.	2017-09-20	

Fall 2012

Section Improvement Plan (SIP) Graphics Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request

Allan Hancock College >> Graphics >> GRPH110 >> Section A - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The project is appropriate for non-design majors who want to explore the area of graphic design.	2013-02-11	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The need for better writing skills	2013-02-11	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Invite a Creative Writing Instructor to be a guest speaker for the assignment.	2013-02-11	

GRPH111 - Digital Imagery Lab

SLOs

CSLOs	» GRPH111 SLO1 - Demonstrate knowledge of image acquisition, visual literacy and preparation and printing of digital images for traditional and digital publishing. » GRPH111 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH111 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes in this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The issues in the computer lab affected some students success. The computers kept crashing and the network access was not reliable.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We worked with IT to install a better image of the system software and hardware to address the stability issues. The network connection continues to be an issue.	2017-09-20	

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH111 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	

What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Many students who failed this outcome stopped attending class because computers were dropped from the network on a daily basis.	2017-09-20	Name: Reliable access to the network Detail: We have had daily issues with the network connection. Students have had to quit out of programs and restart their computers to reestablish a connection to the network that enables access to web browsers and the server across campus. Phone calls to the IT helpdesk have direct requests via work orders have not solved this issue. The problem is that it interrupts workflow and wastes student time. It also affects student's ability to print their projects and meet deadlines Status: Pending
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Continue to try to resolve this issue.	2017-09-20	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH111 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded this course outcome.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A minimal number of students failed this outcome.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We have had issues with computers crashing and an unreliable network connection.	2017-09-20	Name: Replace obsolescent computers in the lab with modern computers Detail: These computers are past the 5-year obsolescence policy. There is a need to replace all computers in the Graphics lab with faster iMacs that have more memory and a faster video card. They crash on a regular basis and affect student's ability to complete work on time. Status: Pending

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH111 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded this outcome.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The data indicates that there were little to no weaknesses perceived in this course.	2017-09-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Through a CTE grant award, all student computers in the lab were replaced with new iMacs that had more memory and faster video cards. They were installed with the current Adobe software and peripheral equipment drivers. This has made a huge improvement to student success.	2017-09-20	Name: Replace student and teaching computer stations in 5 years Detail: The college technology obsolescence policy is five years. We will need to replace these stations with the industry standard computers at that time. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH111 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Weaknesses indicate that the instructor could improve the structure to his teaching methods.	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	The instructor has been consulted and recommendations have been made to adhere to the lesson plans in order to stay on track with lectures and assignment deadlines. Overall, the students enjoy learning from this faculty member.	2017-09-20	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	More reliable access to the network in the graphics classrooms. This provides resources for both faculty and students to have more opportunities for success. It was resolved by IT halfway through the semester.	2017-09-20	
Any other comments?	No action type	Anonymous	none	2017-09-20	

GRPH112 - Digital Imagery

SLOs

CSLOs	» GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects. » GRPH112 SLO2 - Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Fall 2011

Creative briefs, thumbnails, and final designs

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects.	24 of 24	66.67%	8.33%	25%	0

Digital images

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH112 SLO2 - Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing.	21 of 24	71.43%	9.52%	19.05%	0

Spring 2014

Creative Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects.	18 of 34	55.56%	27.78%	16.67%	0

Action Plans

Fall 2011

Course Improvement Plan Graphics Fall 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Fall 2011					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The majority of students met or exceeded the expectations in this course.	2012-03-02	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A quarter of the course did not meet expectations.	2012-03-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Motivate better attendance. Six students missed the lecture/demo and did not submit thumbnails and/or rough compositions and/or complete final design. Will need to follow-up personally with each student whose poor attendance is affecting their grade. Implement pre-crits to evaluate and guide concept development.	2012-03-02	

Spring 2014

Course Improvement Plan Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the standard.	2015-02-05	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Several students with little or no previous art/graphics experience struggled to meet the standard.	2015-02-05	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	I continue to refine the structure of the class to meet the needs of a diverse group of students with widely different levels of experience and ability.	2015-02-05	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students are succeeding at meeting or exceeding the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Failure to meet outcomes are due to students who stop attending class.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Faculty should communicate with at-risk students early in the semester. This semester was our first semester in the new classrooms. Students and faculty really appreciate the clean, modern classroom and lab environment. A new scanner was purchased 10/15. This addition to the technology available enables more students to access scanners without long lines.	2017-09-20	Name: Replace 3 Epson scanners in 2018 and one in 2020 Detail: The AHC technology obsolescence policy is 5 years Status: Pending

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded outcomes in this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet outcomes stopped coming to class.	2017-09-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Make an effort to reach out to at-risk students earlier in the semester. Offer to work with them in one-on-one training sessions. Students who have difficulty seeing the projector should be moved to the front of the class.	2017-09-20	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes were not clear in their education goals.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Work with students on their SEP to ensure they see the path to success and nurture them to stick with it by offering time before or after class to discuss their obstacles.	2017-09-20	

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes stopped coming to class. All student and faculty teaching computer stations were replaced and installed fall 2015. This upgrade in technology greatly impacted student success in this course. Working on faster stations that have more memory is imperative in this course where the files and large and processor speed is critical to creativity.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Communicate with at-risk students before it is too late. Offer to meet with them before or after class to have a one-on-one training session.	2017-09-20	Name: Replace 29 iMacs in 2020 with new Apple computers that have at least 8gb RAM and fast video cards Detail: The college technology obsolescence policy is five years. We will need to replace these stations with the industry standard computers at that time.

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The data indicates that students met or exceeded the outcomes for this course. Students appreciate the availability of the Wacom technology in the classroom to develop their projects.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet this outcome stopped coming to class.	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Better communication with students who indicate they are at risk of failing. Find out whether the problem is personal, pedagogical or an issue with the technology.	2017-09-20	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Students need reliable access to the network for both internet access and server access. When that fails, they have to quit programs and restart their computers. This is a waste of time and students get frustrated.	2017-09-20	Name: Replace Wacom technology as needed after 5 years of use. Detail: We have six 22" Cintiq Interactive displays that will need to be replaced within three years and 22 13" portable interactive displays that will need to be replaced in 5 years. Status: Pending

Any other comments?	No action type	Anonymous	This equipment was purchased with CTE grant awards. We will continue to write grants as needed to maintain equipment currency in this course.	2017-09-20	

Spring 2014

Section Improvement Plan (SIP) Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH112 >> Section A - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the standard.	2014-05-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Several students with little or no previous art/graphics experience struggled to meet the standard.	2014-05-23	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	I continue to refine the structure of the class to meet the needs of a diverse group of students with widely different levels of experience and ability.	2014-05-23	

GRPH113 - Digital Illustration

SLOs

CSLOs	» GRPH113 SLO1 - Effectively articulate conceptual response to visual problems and demonstrate the process of developing artwork for creative solutions to graphic problems. » GRPH113 SLO2 - Integrate the principles of graphic design and visual literacy with the technical skills necessary to develop projects executed in vectorbased graphic software.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images. » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH113 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet outcomes stopped attending the course.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	An earlier response to the at-risk students is helpful. The software taught has a tough learning curve. Students feel nurtured when you show them how to use technology that helps with vector drawing. Wacom tablets can be connected to the computer stations around the lab to enable students to draw with pens instead of mice.	2017-09-20	Name: Replace 25 Wacom drawing tablets in 2018. Detail: The AHC technology obsolescence policy is 5 years. Status: Pending

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH113 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None of the students failed to meet the objectives for this course.	2017-09-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	A new Data Projector was purchased that helped projecting with higher resolution images since the new classroom is set up in a way that some students sit further away from the projection screen.	2017-09-20	Name: Replace the Epson Home Cinema High-Resolution Data Projector in 2020 Detail: This resource is necessary for students to see the menus and commands when demonstrating software processes and when lecturing. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH113 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students either met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	There were no students who failed to meet the outcomes for this course.	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Students produce posters, package design, and illustrations for their portfolios. These portfolios help them get jobs in the field or transfer. Most of the student work is printed on one of two Epson large format printers. Tne one used the most is 24", is the most reliable and has the most accurate color conversions.	2017-09-20	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	We will need to replace the large format Epson archival ink, ink jet printer.	2017-09-20	Name: Replace the large format Epson inkjet printer by 2018 Detail: The current printer, purchased in 2010, is a workhorse in the several courses in the graphics program. The AHV obsolescence policy is five years for technology. Status: Pending
Any other comments?	No action type	Anonymous	We are hoping this printer lasts until 2018.	2017-09-20	

GRPH114 - Digital Illustration Lab

SLOs

CSLOs	» GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing. » GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.

Assessments

Spring 2012

Adobe CIB Lessons

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.	17 of 17	70.59%	11.76%	17.65%	0

Spring 2014

Lab performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.	20 of 22	65%	35%	0%	2

Spring 2015

Lab performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.	21 of 21	61.9%	28.57%	9.52%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.	21 of 21	52.38%	38.1%	9.52%	0

Spring 2016

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.	19 of 19	68.42%	31.58%	0%	0

Spring 2017

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.	0 of 15	0%	0%	0%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.	0 of 15	0%	0%	0%	0

GRPH114 SLO1

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.	15 of 15	73.33%	20%	6.67%	0

Action Plans

Spring 2012

Course Improvement Plan Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 - Spring 2012					

What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	There are adequate resources (time allotment, student workstations, and appropriate choice of textbook) to make this course successful.	2013-02-12	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Encourage students to attend class regularly to complete work.	2013-02-12	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Quizzes and lab sign in sheet to encourage regular attendance.	2013-02-12	

Spring 2014

Course Improvement Plan Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Overall, the students in the GRPH114 Digital Illustration Lab were able to learn and utilize different methods and techniques in order to complete their creative projects.	2015-02-05	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The weakness in the course is the wide variation in the student"s ability to learn quickly, their graphic design talent and art experience. The biggest challenge is keeping all of the students on the same page...which is very difficult. Some require constant help while others could work independently without problems.	2015-02-05	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Having an experienced Teacher"s Assistant in the lab helped tremendously. He was pro-active and engaged. He zeroed in on the two students having the most difficulty keeping with lessons. It helps larger lab classes such as this one to have at least one good Teacher"s Assistant to keep things running smoothly.	2015-02-05	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcome had difficulty with craftsmanship and cutting mats and presenting final projects.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	A professional mat board cutter was installed in the classroom for students to learn to use for portfolio quality presentation of their finished projects.	2017-09-20	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes felt frustrated about the steep learning curve on the software taught.	2017-09-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Funding for student workers to assist learning the software in the lab really makes a difference in student success.	2017-09-20	Name: Adequate funding for Student Workers Detail: Student workers assist in the lab and support student learning and build skills for the student workers to get employed. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 - Spring 2017					

What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the expectations for course outcomes.	2017-09-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The students who failed to meet the outcomes stopped coming to class.	2017-09-20	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	New technology was added to the program to help students with learning to draw and create illustrations on the computer. Students can draw with pens instead of mice.	2017-09-20	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	The technology added to the lab was 22 13" Cintiq Interactive Monitors that are portable and can be connected to student stations or checked out in a lending program for a week	2017-09-20	Name: Replace the 22 portable 13" Cintiq Interactive Displays in 2022. Detail: These interactive displays allow students to draw on the monitor with pens which is a much more intuitive and natural way to learn to draw digitally. Status: Pending
Any other comments?	No action type	Anonymous	These Cintiq's were purchased with a CTE grant award. We will continue to apply for grant funding to maintain a lab that is current with industry standard graphic design and illustration technology so that students are prepared to transfer to universities and/or build skills to get jobs.	2017-09-20	

Spring 2012

Section Improvement Plan (SIP) Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 >> Section A - Spring 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	There are adequate resources (time allotment, student workstations, and appropriate choice of textbook) to make this course successful.	2013-02-11	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Encourage students to attend class regularly to complete work.	2013-02-11	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Quize"s and lab sign in sheet to encourage regular attendance.	2013-02-11	

Spring 2014

Section Improvement Plan (SIP) Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH114 >> Section A - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Overall, the students in the GRPH114 Digital Illustration Lab were able to learn and utilize different methods and techniques in order to complete their creative projects.	2014-05-27	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The weakness in the course is the wide variation in the student"s ability to learn quickly, their graphic design talent and art experience. The biggest challenge is keeping all of the students on the same page...which is very difficult. Some require constant help while others could work independently without problems.	2014-05-27	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Having an experienced Teacher"s Assistant in the lab helped tremendously. He was pro-active and engaged. He zeroed in on the two students having the most difficulty keeping with lessons. It helps larger lab classes such as this one to have at least one good Teacher"s Assistant to keep things running smoothly.	2014-05-27	

GRPH115 - Digital Design & Publishing

SLOs

CSLOs	» GRPH115 SLO1 - Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems. » GRPH115 SLO2 - Apply basic graphic design business practices and effective project management skills to graphic design projects.
	Graphics Program Outcomes Graphics Program Outcomes

Mapped PSLOs	» GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images. » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
Mapped ILOs	**ILO** ILO 6 - Scientific Literacy » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2012

No data found

Spring 2015

Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH115 SLO1 - Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems.	11 of 12	9.09%	63.64%	27.27%	1
GRPH115 SLO2 - Apply basic graphic design business practices and effective project management skills to graphic design projects.	11 of 12	27.27%	72.73%	0%	1

Action Plans

Spring 2012

Course Improvement Plan Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH115 - Spring 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	73% of students exceeded the expectations and 27% of students met the expectations.	2012-11-14	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None.	2012-11-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Encourage better attendance. One of the students who met expectations on the projects failed the class due to poor attendance, missing critiques, group meetings and falling short on in class assignments.	2012-11-14	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH115 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Approximately 70% of students met or exceeded course outcome SLO #1.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Almost 30% failed to meet this outcome.	2017-09-21	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The weakness indicates that there is a problem with the way this learning outcome is being taught. The part-time faculty who teaches this course consistently has issues with students staying engaged with the course material. Resources needed are in the form of a SGID evaluation of the faculty or a change to the part-time faculty contract to remove seniority.	2017-09-21	Name: SGID evaluation of Part-Time Faculty Detail: Current part-time faculty evaluations only allow for observations and student surveys. Having a SGID evaluation performed after the mid-term could help the faculty learn how to improve their teaching. Status: Pending

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH115 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met the outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The students who failed to meet the outcomes for this course complained about the instructor being unapproachable and failing to create a respectful learning environment as well as not enough time to accomplish assignments to the best of their ability.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	This faculty member is bright and very knowledgeable in the course material and would be better served by having regular evaluations. If there was an opportunity for an intervention of some kind where they could be coached/mentored on how to develop soft skills in the classroom, it might help. The course may need to be revised to add more lab time. Lastly, a student worker is vital in this course to assist the students who need more one-on-one help to learn the software.	2017-09-21	Name: Regular Part-time Faculty evaluations Detail: Evaluations are vital to helping faculty improve their soft and hard skills. Status: Pending Name: Funds for Student Workers Detail: Student workers as lab assistants are needed for this course to help student learning. Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH115 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes complained about the level of coursework and ability to communicate with the instructor. These complaints were made by students to staff, faculty, student workers. HR was notified and asked to implement an off-cycle evaluation, specifically a SGID, but nothing happened.	2017-09-21	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Hopefully, the Part-Time Faculty contract will be revised to remove seniority and another faculty member can be offered this course if there is not a change made by the instructor to nurture and support students.	2017-09-21	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Support from administration to change the seniority provision in the part-time faculty contract and have regular evaluations, including SGID's.	2017-09-21	Name: Professional Development / Faculty Mentorship / Training Detail: Intervention is needed to help part-time faculty be more effective instructors Status: Pending
Any other comments?	No action type	Anonymous	Another request is to revise the course to add more time to accomplish the work assigned.	2017-09-21	

GRPH116 - Digital Portfolio

SLOs

	» GRPH116 SLO1 - Understand the purpose, requirements and methods of creating a digital portfolio.

CSLOs	» GRPH116 SLO2 - Demonstrate creative technical fluency in digitally archiving and presenting portfolio artifacts using current technologies. » GRPH116 SLO3 - Prepare students to pursue higher educational goals and/or enter the labor force.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team. » GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH116 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the course outcomes stopped attending class.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Access to web hosting is mandatory for this course for students to build their digital portfolios, upload and test their web projects. Currently, that is hosted off of the campus at the expense of the instructor. Having a reliable network connection is necessary for student access to the hosting server. Also, have a student worker employed to assist in the lab is vital to student success.	2017-09-21	Name: Reliable network connection Detail: All computer graphics lab courses need consistent and reliable access to the network. Status: Pending Name: Server storage space for hosting student web projects that can be accessed on and off campus Detail: Storage space on a hosting server for student websites. Status: Pending

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH116 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes were frustrated by the lack of a reliable network connection.	2017-09-21	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We have continued to pursue a solution to getting dropped by the network through requests and work orders to IT.	2017-09-21	Name: Additional IT staff trained to support/install systems and software on Mac computers Detail: Hire IT staff that are experts in supporting Mac labs and their network needs Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH116 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the student learning outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet the outcomes for this course had difficulties due to learning disabilities and did not attend class regularly.	2017-09-21	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Communicate with students early in the semester to determine what additional student services they might need. Recommend that students enroll in the Graphics Friday Open Lab to have more time and resources to finish their projects.	2017-09-21	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Support from administration to maintain the Friday Open Labs with the minimum enrollment required.	2017-09-21	Name: Support Graphics Open Computer Labs staffed by part-time faculty Detail: Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required. Status: Pending
Any other comments?	No action type	Anonymous	Currently, the Multimedia, Animation, and Graphics Computer Open Labs are taught all at the same time to be more efficient. There seems to be a lack of understanding by the administration as to the complexity and quantity of skills/knowledge required by a part-time faculty member to be proficient in the many software programs used in all of these courses.	2017-09-21	

GRPH117 - Typography

SLOs

CSLOs	» GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography. » GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication. » GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.
Mapped ILOs	**ILO** ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2013

Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.	17 of 18	64.71%	23.53%	11.76%	1

Fall 2015

Information Composition Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.	16 of 16	100%	0%	0%	0

Final Study Guide/Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.	16 of 16	68.75%	12.5%	18.75%	0

Type Cube Assignment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication.	16 of 16	93.75%	6.25%	0%	0

Fall 2016

Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.	12 of 12	75%	25%	0%	0

Information Composition Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.	12 of 12	83.33%	16.67%	0%	0

Final Study Guide/Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.	12 of 12	83.33%	16.67%	0%	0

Type Cube Assignment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication.	12 of 12	83.33%	16.67%	0%	0

Action Plans

Spring 2014

Course Improvement Plan Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH117 - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students read and understood the textbook, took notes from the lectures and learned the material presented.	2014-02-13	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A few students did not study or read the textbook, and/or take notes from the lectures and did not learn or retain the material presented.	2014-02-13	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	CHANGES: a. I can create a worksheet to diagram the vocabulary of typography. This will enable them to focus on specific terms that are necessary to succeed on this test. b. Another idea is to create a physical activity or an interactive game to help them learn in a different way. RESOURCES: a. Time, scanner, graphic skills and printing services. b. Maybe there is a resource available on the web, or team up with a multimedia professional to help with a Flash animation.	2014-02-13	

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH117 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All of the students in this course exceeded standards on SLO #3. This was measured through a creative response, expertise in printing their work to the large format printer and craftsmanship in the poster design and presentation. 80 % of students exceeded or met the outcome on SLO #1	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No students failed to meet the outcome of SLO #3. Despite having a thorough review before this vocabulary quiz, almost 20 % of the students failed to meet the outcome on SLO #1. It is apparent that some students did not study or read the textbook.	2017-09-21	Name: Replace the 17" Epson wide format inkjet printer in 2019 Detail: The AHC obsolescence policy is 5 years for technology Status: Pending
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Incorporate the vocabulary into the course more frequently and make learning the terms of typography an activity they enjoy.	2017-09-21	

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH117 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded the outcomes for SLO #1, SLO #2 and SLO #3	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The creative projects in SLO #2 and #3 indicated that students effectively utilized the lab technology: computers, scanners, and printers. They also demonstrated technology skills required in the graphics industry, despite the age of the printers.	2017-09-21	Name: Replace the Xerox color laser printers in 2017 Detail: Both of these printers are past the AHC obsolescence policy of 5 years. Status: Pending

Fall 2015

Fall 2015 Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH117 >> Section A - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	This project is the final one for the semester. The results show that the students learned Visual Hierarchy concepts and applied them well in their project.	2016-02-16	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The specifics on the rubric I uploaded show strengths and weaknesses in the different components graded. All 16 students succeeded in the project, but several only "Met the Standard" in the concept development. Others "Met the Standard" in the presentation aspect of the assignment.	2016-02-16	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	I don't see a major change is needed, but I pay closer attention to the aspects mentioned above during the assignment to see if I can coach them to better standards.	2016-02-16	

Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH117 >> Section 20763 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students accomplished this assignment without problems and were able to incorporate typographic vocabulary into their evaluations of student work in class.	2016-12-19	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	some students did not take this assignment seriously and it is reflected in the assessment vocabulary used in the evaluations of student work in class.	2016-12-19	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	It may be better to have the vocabulary work in the beginning of the semester so that we can reinforce it as the semester progresses.	2016-12-19	

GRPH118 - Introduction to Web Graphics

SLOs

CSLOs	» GRPH118 SLO1 - Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies. » GRPH118 - SLO2 - Prepare various media for the web utilizing effective image and search engine optimization techniques. » GRPH118 SLO3 - Demonstrate professional practices involved in website development including the development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Fall 2016

Web Page

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH118 SLO1 - Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies.	20 of 20	90%	10%	0%	0

Visual imagery optimized for web publishing

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH118 - SLO2 - Prepare various media for the web utilizing effective image and search engine optimization techniques.	20 of 20	100%	0%	0%	0

Published Web Pages

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH118 SLO3 - Demonstrate professional practices involved in website development including the development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing.	20 of 20	85%	10%	5%	0

Action Plans

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH118 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met of exceeded course learning outcomes.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A small percentage of students failed to meet course learning outcomes. Some students were frustrated with the lack of a reliable network connection in the lab.	2017-09-21	Name: On-campus web hosting/server storage space for students to store their web projects Detail: Web design students need hosting service to upload and test their web site projects. Status: Pending
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Students need to upload and test their websites from different computers and various browsers. There is no on-campus web hosting storage for student web projects. Off-site web hosting is purchase by the instructor annually.	2017-09-21	

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH118 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded SLO #1 and #2. Most students met or exceeded SLO #3.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	One student failed to meet SLO #3. Many students were frustrated with the unreliable network connection in our computer lab that required them to quit all programs and restart the computers daily. This problem impacted the pace of learning, the ability to apply newly acquired skills and immediately see the results.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Communication about the problem was made regularly to our dedicated Mac IT professional. Students were encouraged to enroll in the Friday Open Lab to have additional time to complete projects.	2017-09-21	Name: Support is needed to continue to offer the Graphics Open Labs staffed by part-time faculty. Detail: Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required. Status: Pending

Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH118 >> Section 20869 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students comprehended the assignment and completed all of the tasks requested to best practices.	2016-12-19	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	A few students were lacking in required aspects of the assignment and this was not revealed until final grading.	2016-12-19	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	If the individual aspects were tracked throughout the project, any missing pieces could be addressed before the project is completed and uploaded to the server. One student had poor file management and lost almost all of his work, which severely impacted his grade.	2016-12-19	

GRPH120 - Advanced Design for Publishing

SLOs

CSLOs	» GRPH120 SLO1 -Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems. » GRPH120 SLO2 - Evaluate and prepare complex digital files to specific reproduction criteria. » GRPH120 SLO3 - Apply basic graphic business practices and effective project management skills to graphic design projects.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Spring 2012

No data found

Spring 2015

Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH120 SLO1 -Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems.	8 of 8	37.5%	50%	12.5%	0
GRPH120 SLO2 - Evaluate and prepare complex digital files to specific reproduction criteria.	8 of 8	25%	50%	25%	0
GRPH120 SLO3 - Apply basic graphic business practices and effective project management skills to graphic design projects.	8 of 8	37.5%	25%	37.5%	0

Action Plans

Spring 2012

Course Improvement Plan Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH120 - Spring 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students were able to solve complex design problems.	2013-02-14	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Work towards a more efficient collaborative environment.	2013-02-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Implement the use of Blackboard and other online collaboration tools to support communication and exchange of information outside of the classroom.	2013-02-14	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH120 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Almost 90% of students met or exceeded SLO #1. 75% of students met or exceeded SLO #2 and only 62.5% of students met or exceeded SLO #3.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Too high of a percentage of students failed to meet SLO #2 and 3. This course is linked with GRPH 115, so both beginning and advanced students are taught at the same time.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Replace aging printers so students can learn on equipment currently used in the print shops in town and be better prepared to get jobs. Revised the course to increase the total time in class so that students have more time to learn the complexities of advanced design for print and to demonstrate stronger skill sets.	2017-09-21	Name: Replace the Xerox color laser printer with a Canon digital press. Detail: This printer is past the obsolescence policy at AHC. Status: Pending

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH120 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the course outcomes.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Several students struggled with the final collaborative project deadline.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Revise the course to add more time for students to learn the advanced skills in digital publishing.	2017-09-21	

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH120 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All of the students met or exceeded the SLO's for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Students need more time to get a deeper understanding of the material taught and demonstrate best practices in design for publishing. Encourage students to enroll in the Graphics Friday Open Lab to have more time to complete projects.	2017-09-21	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Revise the course to make it one more hour longer. Support from administration to maintain the Friday Open Labs with the minimum enrollment required.	2017-09-21	Name: Support Graphics Open Labs staffed by part-time faculty Detail: Continued support from administration to maintain student access to Friday Open Labs with the minimum enrollment required. Status: Pending
Any other comments?	No action type	Anonymous	Currently, the Multimedia, Animation, and Graphics Computer Open Labs are taught all at the same time to be more efficient. There seems to be a lack of understanding by the administration as to the complexity and quantity of skills/knowledge required by a part-time faculty member to be proficient in the many software programs used in all of these courses.	2017-09-21	

Spring 2012

Section Improvement Plan (SIP) Graphics Spring 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH120 >> Section A - Spring 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students were able to solve complex design problems.	2013-02-13	

What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Work towards a more efficient collaborative environment.	2013-02-13	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Implement the use of Blackboard and other online collaboration tools to support communication and exchange of information outside of the classroom.	2013-02-13	

GRPH127 - History of Graphic Design

SLOs

CSLOs	» GRPH127 SLO1 - Analyze how design, culture and technology affect each other. » GRPH127 SLO2 - Identify, compare and contrast significant movements in the history of graphic design. » GRPH127 SLO3 - Apply historical design styles to solve contemporary design problems.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images. » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Action Plans

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH127 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	N/A the course was canceled due to low enrollment.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A the course was canceled due to low enrollment.	2017-09-21	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	This course needs to be converted to an online course to have better enrollment.	2017-09-21	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Training on Canvas and AP&P resources are needed to convert this to a Distance Learning course. Also, this course needs to have GE paperwork submitted.	2017-09-21	
Any other comments?	No action type	Anonymous	Will try to get this accomplished within a year.	2017-09-21	

GRPH130 - 3D Modeling for Production

SLOs

CSLOs	» GRPH130 SLO1 - Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software. » GRPH130 SLO2 - Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems. » GRPH130 SLO3 - Apply basic design business practices and effective project management skills to graphic design projects.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems. » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.

	» GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2011

Final Project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH130 SLO1 - Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software.	14 of 19	28.57%	57.14%	14.29%	0
GRPH130 SLO2 - Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems.	14 of 19	28.57%	50%	21.43%	0
GRPH130 SLO3 - Apply basic design business practices and effective project management skills to graphic design projects.	14 of 19	28.57%	57.14%	14.29%	0

Action Plans

Fall 2011

Course Improvement Plan Graphics Fall 2011

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 - Fall 2011					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	See changes	2013-02-07	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	See changes	2013-02-07	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Data reflects that we should consider adding an Advisory or Prerequisite to the course, or splitting the course into beginner and advanced courses. Students with 3D software (Maya) experience would enroll in the advanced section to allow tailored assignments for respective skill levels. Underachievers typically found the subject matter to move too quickly, while those who excelled found the subject matter to move too slowly. Separate courses will allow students to learn at appropriate paces and allow for more advanced students to tackle tougher assignments further advancing their skills and keeping the course interesting and challenging for them.	2013-02-07	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most of the students met or exceeded the course outcomes.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students who failed to meet course outcomes had poor attendance.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Earlier efforts at communication with at-risk students help them to feel nurtured and make more of an effort to attend. Access to 3D prints of their projects helps them be more engaged with the course and put more effort into learning if there is a tangible result.	2017-09-21	Name: Replace the Makerbot 3D printer in 2020. Detail: This printer will be obsolete by 2020. Status: Pending

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the course SLO's	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Learning 3D software is difficult for some of our students who are not as tech-minded	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Efforts have been made to break down and explain the interface better have handouts on the terminology early in the semester. Students should all have an opportunity to print their projects, but the 3D printers take hours to print. Adding another printer to the computer lab would help.	2017-09-21	Name: Replace the obsolete powder-based 3D printer Detail: Purchase a high resolution, filament-based 3D printer that has a larger print bed Status: Pending

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded the course SLO's	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Several students failed to meet the outcomes because of poor attendance and fell behind.	2017-09-21	
What changes have you made/do you plan to make based on the data?	No action type	Anonymous	Tutorials were recommended to students to watch outside of class. Students were encouraged to enroll in the Graphics Friday Open Lab where they could be logged into faculty accounts with Lynda.com to watch training videos on Maya.	2017-09-21	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Student access to Lynda.com accounts for expanded learning opportunities in addition to face-to-face training on this complicated software.	2017-09-21	Name: 5 student subscriptions to Lynda.com for access to software training videos Detail: Access to software training videos made available to students enrolled in Graphics courses. Status: Pending
Any other comments?	No action type	Anonymous	These subscriptions could be checked out like a library book and students can have access to expanded learning opportunities.	2017-09-21	

Spring 2015

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 >> Section A - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Lots of hands on exercises and clear instructions.	2017-01-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	That the course may be covering too much information and can be difficult for students who haven't used computer art programs may struggle to keep up.	2017-01-23	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	More handouts with greater focus on basic computer skills such as file management and organizational skills. I do not require any resources at this time.	2017-01-23	
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Lots of hands on exercises and clear instructions., enthusiastic as an instructor.	2017-01-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	That it perhaps moves too quickly for some students, but than I had other students that complained it didn't cover enough. So moving forward I may need to have a seperate set of projects or alternate lectures planned out that I can give to advanced students so that I can also provide lectures to those that are struggling that help slow the material down.	2017-01-23	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Multiple lectures for advanced and beginning students.	2017-01-23	
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Challenging but not over challenging assignments; clear and concise instructions.	2017-01-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Difficult material.	2017-01-23	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Alternate, easier assignments for lower performing students.	2017-01-23	

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH130 >> Section 41207 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Lots of great activities, fun topics and lectures.	2017-02-06	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Heavy homework load due to the amount of time many assignments take to complete.	2017-02-06	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	I am going to remove one project completely and roll those topics into other lectures, this will allow us to focus better on the topics presented in the course and give students more time to complete the projects they have. I am also going to start doing a small modeling exercise at the beginning of every class after the first project is completed. A small speed modeling exercise that will take about 15 minutes to attempt to complete, I will provide a simple object for the students to create, they will attempt to create it as best they can in that time and than I will spend about 10 minutes talking about how to do so. I am doing this because I noticed that some students struggled with basic techniques towards the end of the semester; by performing these little exercises my hope is that the students will have the opportunity to practice core skills and techniques often in a low risk and enjoyable environment with the long term goal of improving overall student effectivness and quality of work.	2017-02-06	

GRPH160 - Applied Design Graphics Lab

SLOs

CSLOs	» GRPH160 SLO1 - Identify, select and successfully apply appropriate graphic design processes and software in the development of creative projects assigned in Applied Design courses. » GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2012

Creative project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH160 SLO1 - Identify, select and successfully apply appropriate graphic design processes and software in the development of creative projects assigned in Applied Design courses.	0 of 13	0%	0%	0%	0

Fall 2012

Creative project

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH160 SLO1 - Identify, select and successfully apply appropriate graphic design processes and software in the development of creative projects assigned in Applied Design courses.	10 of 10	90%	10%	0%	0

Spring 2013

Lab

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	14 of 14	57.14%	35.71%	7.14%	0

Fall 2013

Lab

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	9 of 10	66.67%	22.22%	11.11%	1

Spring 2014

Lab

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	6 of 6	83.33%	16.67%	0%	0

Action Plans

Fall 2012

Course Improvement Plan Graphics Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH160 - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The structure of the course supports students in completing projects related to their primary design courses. The course meets it's stated learning outcomes by offering individualized technical and critical support for students co-enrolled in a variety of design courses.	2013-02-12	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	This is a largely successful course, but arranging the schedule to provide support when working students have time is often a challenge. We have been making adjustments to try and serve the largest possible group of students.	2013-02-12	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We are working to publicize the course more effectively. Some students aren't aware of how open-enrollment courses are structured and what they offer, including structure, support and critical analysis.	2013-02-12	

Spring 2014

Course Improvement Plan Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH160 - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course attains the objective of helping the students to demonstrate and master graphic technologies in the course of creating and completing solutions to graphic problems.	2015-02-05	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	n/a	2015-02-05	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	n/a	2015-02-05	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH160 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded outcomes measured	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We had issues with the computers crashing and getting dropped from the network. These issues were reported to IT.	2017-09-21	

Fall 2012

Section Improvement Plan (SIP) Graphics Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH160 >> Section A - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The structure of the course supports students in completing projects related to their primary design courses. The course meets it's stated learning outcomes by offering individualized technical and critical support for students co-enrolled in a variety of design courses.	2013-02-12	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	This is a largely successful course, but arranging the schedule to provide support when working students have time is often a challenge. We have been making adjustments to try and serve the largest possible group of students.	2013-02-12	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We are working to publicize the course more effectively. Some students aren''t aware of how open-enrollment courses are structured and what they offer, including structure, support and critical analysis.	2013-02-12	

Spring 2014

Section Improvement Plan (SIP) Graphics Spring 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH160 >> Section A - Spring 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course attains the objective of helping the students to demonstrate and master graphic technologies in the course of creating and completing solutions to graphic problems.	2014-05-27	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	No Action Taken		

GRPH360 - Applied Design Graphics Lab 1

SLOs

CSLOs	» GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses. » GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.

	ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2014

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	8 of 9	62.5%	25%	12.5%	1

Spring 2015

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	12 of 12	66.67%	33.33%	0%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	12 of 12	58.33%	41.67%	0%	0

Fall 2015

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	12 of 12	41.67%	58.33%	0%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	12 of 12	50%	50%	0%	0

Spring 2016

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	9 of 9	44.44%	33.33%	22.22%	0

Fall 2016

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	12 of 12	66.67%	33.33%	0%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	0 of 12	0%	0%	0%	0

Spring 2017

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.	9 of 10	55.56%	44.44%	0%	0

Action Plans

Fall 2014

Course Improvement Plan Graphics Fall 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH360 - Fall 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course is a lab class designed to give students more time on the computer and graphic design computer programs. The students who did not meet standards are students who do not attend the lab enough to benefit from the extra lab time.	2015-02-05	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	n/a	2015-02-05	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Encourage more attendance with problem students.	2015-02-05	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH360 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded outcomes for this course.	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The move to a larger, cleaner, professional-looking computer lab was a huge improvement. Students felt nurtured and supported. This course supports all graphics and multimedia students who need expanded access to Apple computers and Adobe software.	2017-09-21	Name: Current versions of Adobe Creative Suite of software license on all computers in the lab Detail: Continued subscriptions to the current version of Adobe software for all graphics and multimedia courses Status: Pending

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH360 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded outcomes for this course	2017-09-21	

What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	Name: Adobe software configured to allow for regular updates in the Graphics lab Detail: Faculty and the Instructional Technician need to be able to install software updates as needed Status: Pending
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	We have issues with getting our software updated. The dedicated Mac IT staff is busy and not always available. The software is configured in such a way that faculty and the Instructional Assistant for our area are not able to install the updates. The issue is that students who work at home may have projects created with more current versions that are not compatible with the version in our computer labs. Our inability to update our lab software causes problems and students are not able to access their projects on computers in the lab.	2017-09-21	

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH360 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Most students met or exceeded course outcomes	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	22% of students failed CSLO #3. This may have been due to updates being needed for the lab software and the problems with a reliable network connection. Students get frustrated and are not motivated to complete projects when there are issues with technology in the computer lab.	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Adobe software needs to be configured in a way that allows for faculty and the Instructional Technician to install updates regularly. The network connection needs to be reliable for access to the internet for research on projects, access to the graphics server and access to printers in the lab.	2017-09-21	Name: Adobe software configured to allow for regular updates in the Graphics lab Detail: Faculty and the Instructional Technician need to be able to install software updates as needed Status: Pending Name: Reliable connection to the network from all computers in the Graphics program Detail: A reliable network connection is required for access to the internet, lab printers, and the graphics server Status: Pending

Fall 2014

Section Improvement Plan (SIP) Graphics Fall 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH360 >> Section A - Fall 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course is a lab class designed to give students more time on the computer and graphic design computer programs. The students who did not meet standards are students who do not attend the lab enough to benefit from the extra lab time.	2014-12-07	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Encourage more attendance with problem students.	2014-12-07	

GRPH361 - Applied Design Graphics Lab 2

SLOs

CSLOs	» GRPH361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses. » GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2015

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	1 of 1	100%	0%	0%	0

Fall 2015

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.	1 of 1	100%	0%	0%	0

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.	1 of 1	100%	0%	0%	0

Spring 2016

GRPH361 SLO2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.	3 of 3	66.67%	33.33%	0%	0

Fall 2016

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.	3 of 3	66.67%	33.33%	0%	0

GRPH361 SLO2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.	0 of 3	0%	0%	0%	0

Spring 2017

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.	3 of 3	33.33%	66.67%	0%	0

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH361 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students met or exceeded expectations of course outcomes	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	It would be helpful if faculty and the Instructional Technician for our area could update software independently of the Mac IT staff who are not always available when you need them.	2017-09-21	

GRPH362 - Applied Design Graphics Lab 3

SLOs

CSLOs	» GRPH362 SLO1 - Identify, select and successfully apply advanced graphic design processes and software skills in the development of creative projects assigned in Applied Design courses. » GRPH362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.
Mapped PSLOs	**Graphics Program Outcomes** Graphics Program Outcomes » GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing. » GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.
Mapped ILOs	**ILO** ILO 4 - Information & Technology Literacy » ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2016

Instructor observation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A

GRPH362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.	1 of 1	100%	0%	0%	0

Spring 2017

Performance

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
GRPH362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.	1 of 1	100%	0%	0%	0

Action Plans

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Graphics >> GRPH362 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	All students exceeded expectations in outcomes measured in this course	2017-09-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A	2017-09-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	It would be helpful if faculty and the Instructional Technician for our area could update software independently of the Mac IT staff who are not always available when you need them.	2017-09-21	Name: Adobe software configured to allow for regular updates in the Graphics lab Detail: Faculty and the Instructional Technician need to be able to install software updates as needed Status: Pending

SLO Presentation

Graphics
Date: 09/28/2017

Graphics

Graphics Department Outcomes

Graphics Program Outcomes

• GRPH PSLO - Create and develop visual form in response to graphic communication problems using the principles of visual organization and composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

• GRPH PSLO - Apply methods of critical thinking through research, analysis, conceptualization and prototyping in the development of effective design solutions for a selection of visual communication problems.

• GRPH PSLO - Demonstrate proficiency in specific technologies to digitally create, capture and manipulate imagery and design components in the development of professional quality graphics for print and/or digital publishing.

• GRPH PSLO - Integrate artistic expression, professional attitudes and effective working habits as individuals or as members of a team.

• GRPH PSLO - Produce a digital portfolio that showcases individual graphic design competencies.

CSLO

GRPH108 - Design 1 on the Computer

• GRPH108 SLO1 - Production of computer compositions that demonstrate and exploration of a variety of elements and principles of design.

GRPH110 - Introduction to Graphic Design

• GRPH110 SLO1 - Demonstrate the process of design through conceptualization, selection, refinement and digital development using graphic tools and hardware.

• GRPH110 SLO2 - Identify, select and successfully apply appropriate graphic design elements and principles in the development of assigned creative projects.

• GRPH110 SLO3 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

GRPH111 - Digital Imagery Lab

• GRPH111 SLO1 - Demonstrate knowledge of image acquisition, visual literacy and preparation and printing of digital images for traditional and digital publishing.

• GRPH111 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

GRPH112 - Digital Imagery

• GRPH112 SLO1 - Articulate conceptual response to visual problems and develop technical skills necessary to apply these to creative projects.

• GRPH112 SLO2 - Demonstrate knowledge of image acquisition, preparation and printing of digital images for traditional and digital publishing.

GRPH113 - Digital Illustration

• GRPH113 SLO1 - Effectively articulate conceptual response to visual problems and demonstrate the process of developing artwork for creative solutions to graphic problems.

• GRPH113 SLO2 - Integrate the principles of graphic design and visual literacy with the technical skills necessary to develop projects executed in vectorbased graphic software.

GRPH114 - Digital Illustration Lab

• GRPH114 SLO1 - Demonstrate knowledge of the methods of visual research, image development, visual literacy and preparation and printing of digital layouts for traditional and digital publishing.

• GRPH114 SLO2 - Prepare students to pursue higher educational goals and/or enter the labor force.

GRPH115 - Digital Design & Publishing

• GRPH115 SLO1 - Solve graphic problems by making effective conceptual, aesthetic and technical decisions based on understanding the issues, process, tools and criteria of traditional and digital publishing systems.

• GRPH115 SLO2 - Apply basic graphic design business practices and effective project management skills to graphic design projects.

GRPH116 - Digital Portfolio

• GRPH116 SLO1 - Understand the purpose, requirements and methods of creating a digital portfolio.

• GRPH116 SLO2 - Demonstrate creative technical fluency in digitally archiving and presenting portfolio artifacts using current technologies.

• GRPH116 SLO3 - Prepare students to pursue higher educational goals and/or enter the labor force.

GRPH117 - Typography

• GRPH117 SLO1 - Develop an understanding and ability to use the vocabulary of typography.

• GRPH117 SLO2 - Demonstrate how visual, verbal messages can be shaped and presented for expressive communication.

• GRPH117 SLO3 - Visually articulate an understanding of typographic hierarchy and its relationship to effective communication.

GRPH118 - Introduction to Web Graphics

• GRPH118 SLO1 - Execute technical, aesthetic and conceptual decisions based on an understanding of design principles and processes as applied to web technologies.

• GRPH118 - SLO2 - Prepare various media for the web utilizing effective image and search engine optimization techniques.

• GRPH118 SLO3 - Demonstrate professional practices involved in website development including the development of a client brief, efficient file and time management, and the integration of artistic vision with web publishing.

GRPH120 - Advanced Design for Publishing

• GRPH120 SLO1 -Demonstrate effective conceptual, aesthetic and technical skills based on knowledge of the issues, processes, tools and criteria of traditional and digital publishing systems.

• GRPH120 SLO2 - Evaluate and prepare complex digital files to specific reproduction criteria.

• GRPH120 SLO3 - Apply basic graphic business practices and effective project management skills to graphic design projects.

GRPH127 - History of Graphic Design

• GRPH127 SLO1 - Analyze how design, culture and technology affect each other.

• GRPH127 SLO2 - Identify, compare and contrast significant movements in the history of graphic design.

• GRPH127 SLO3 - Apply historical design styles to solve contemporary design problems.

GRPH130 - 3D Modeling for Production

• GRPH130 SLO1 - Develop the ability to conceive and design believable 3D objects using traditional methods to be further developed using 3D software.

• GRPH130 SLO2 - Demonstrate effective technical skills based on knowledge of the issues, processes and tools used in 3D modeling systems.

• GRPH130 SLO3 - Apply basic design business practices and effective project management skills to graphic design projects.

GRPH160 - Applied Design Graphics Lab

• GRPH160 SLO1 - Identify, select and successfully apply appropriate graphic design processes and software in the development of creative projects assigned in Applied Design courses.

• GRPH160 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

GRPH360 - Applied Design Graphics Lab 1

• GRPH360 SLO1 - Identify, select and successfully apply beginning level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

• GRPH360 SLO2 - Demonstrate the ability to use current graphic technologies to develop creative solutions to graphic problems.

GRPH361 - Applied Design Graphics Lab 2

• GRPH361 SLO1 - Identify, select and successfully apply intermediate level graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

• GRPH361 SLO2 - Demonstrate the ability to use current graphic technologies to develop appropriate creative solutions to graphic problems at the intermediate level.

GRPH362 - Applied Design Graphics Lab 3

• GRPH362 SLO1 - Identify, select and successfully apply advanced graphic design processes and software skills in the development of creative projects assigned in Applied Design courses.

• GRPH362 SLO2 - Demonstrate the ability to use current graphic technologies to develop exceptional creative solutions to graphic problems at the advanced level.