

COVER PAGE

Program/Discipline: Graphic Arts / Computer Graphics

TOPS Code: 1030.00 Graphic Arts and 1030.20 Computer Graphics (option under Graphic Arts)

Preparer: Cynthia Luckoski
Type/Print

Preparer: _____ March, 2006
Signature *Date*

Review & Dissemination Team: _____
Type/Print

Review & Dissemination Team: _____
Signature *Date*

Comments:

Division Dean: Walter Birkedahl
Type/Print

Division Dean: _____
Signature *Date*

Comments:

Vice President: Jim Wright
Type/Print

Vice President: _____
Signature *Date*

Comments:

Received in VP of Instruction Office: _____
Executive Assistant *Date*

1. Program Description and Scope

Brief narrative that describes the instructional program

Graphics courses have always been a part of the Art Department curricula. In 1987-88, under the direction of Cynthia Luckoski, the program obtained its own TOPS Code as an occupational department. Existing courses were revised and expanded and new classes offered in response to changing industry standards. The Graphics program has received steady support from the Art Department through faculty positions and classroom facilities. The program offers lower-division major field courses for graphics transfer students, and general education credit for those transferring to the California State University or University of California systems. We also offer required courses to fulfill major requirements in two-year terminal programs, general education credit for A.A. Degrees and Certificates of Achievement, Certificates of Completion, and courses for community members seeking intellectual stimulation and/or personal development.

Describe how the program specifically serves students, faculty, staff, and/or the community.

The program is designed to prepare creative students with a range of opportunities in the field of Graphics. Curriculum focuses on the needs of three distinct groups of students:

1. Those preparing for immediate employment may obtain a 33 unit Certificate of Achievement in Graphics. This curriculum is designed to prepare students for entry-level positions in the various fields of Graphics. Other Graphics students currently employed may wish to expand or upgrade their employment base.
2. The AA Degree in Graphics prepares students to continue their education at a four- or five-year college or university. Transfer students may opt to pursue Graphics as well as Fine Arts or other related degrees.
3. Graphics courses offer students a general introduction to the arts and humanities. Developing creativity, problem solving, communication skills, and critical thought processes are the core of the discipline and the emphasis of the courses.

Describe how the program addresses current needs and applies current technologies

Graphics is multi-disciplinary by nature. With all courses cross-referenced, the Graphics program is well integrated within the College. Graphics classes 109AB, and 110AB are cross-referenced with Art. Computer Graphics classes 160AB and 161AB are cross-referenced with Art, Business, Computer Science and CAOT. Digital Photography 169AB is cross-referenced with Art and Computer Science. Desktop Publishing 188 is cross-referenced with CAOT.

Graphics courses are accepted for credit within the California State University system. Articulation agreements are in place with San Jose State, and Hayward. Specific course agreements have been made for individual students at California College of Arts and Crafts and other private and out-of-state schools.

Graphics programs are offered at several Community Colleges throughout the Bay Area. Several area Colleges and Universities offer two and four-year certified programs.

Discuss the impact of the program on the college and the impact the college and/or other college programs have on the program being reviewed

Discuss the impact of the program on the community and the impact of the community on the program.

In order to better meet these goals we offer an Associates Degree in Fine Arts and have designed Certificates of Achievement., and Certificates of Completion Below are summaries of these projects.

GRAPHIC ARTS/COMPUTER GRAPHICS

THE PROGRAM

Art, Graphic Arts, Journalism and Business department courses comprise the primary course work in the Graphic Arts/Computer Graphics Program. Students assist with the campus newspaper, magazine, radio station, TV studio, and computer graphics lab production. Students became familiar with other majors in the Communication Arts area: Radio/TV Broadcasting, Journalism, and Typesetting/Production. For those already employed in the graphics world, the program offers an opportunity for updating career information and skills. The Graphics courses include: typography, design, digital photo manipulation, printing, and computer graphics. Emphasis will be on portfolio development and problem solving skills.

EMPLOYMENT OPPORTUNITIES

The Graphic Arts/Computer Graphics curriculum provides students with creative design concepts and preparation for many career opportunities. Some specific occupations graduates might apply for are: Graphic Arts Technician, Graphic Designer, Art Director, Illustrator, and Graphic Supplier. There are opportunities in Publications, Advertising, and Marketing. Graphic Arts is an excellent career for those who want practical application for fine art skills and for those who want to start their own business.

ASSOCIATE IN ARTS DEGREE

Students can earn an AA degree upon completing 33-34 units of Certificate of Achievement (see below) *and* additional General Ed. Courses, to total approximately 60 semester units.

CERTIFICATE OF ACHIEVEMENT

By completing these courses students can earn

Certificate of Achievement:

| <u>Courses</u> | <u>Units</u> |
|---------------------------|--------------|
| ART 103A or B–Art History | 4 |
| ART 104A–2D Design | 3 |
| ART 104C–Color | 3 |
| ART 106A–Drawing | 3 |
| ART 133A-B & W Photo or | 3 |
| ART 134A-Color Photo or | (3) |
| ART 139A-Digital Photo | (2) |
| GA 109A–Graphic Design | 3 |
| GA 109B–Graphic Design | 3 |
| GA 110A–Adv. Graph. Des. | 3 |
| GA 110B– Adv. Graph. Des. | 3 |
| GA 160A–Computer Graphics | 4 |
| GA 161A–Digital Graphics | 2 |
| <u>Total Units</u> | <u>33-34</u> |

CERTIFICATE OF COMPLETION

By completing these courses students can earn

Certificate of Completion in Graphic Design:

| | |
|---------------------------|-----------|
| GA 109A–Graphic Design | 3 |
| GA 109B–Graphic Design | 3 |
| GA 110A–Adv. Graph. Des. | 3 |
| GA 110B– Adv. Graph. Des. | 3 |
| <u>Total Units</u> | <u>12</u> |

CERTIFICATE OF COMPLETION

By completing these courses students can earn

Certificate of Completion in Digital Art:

| | |
|------------------------------|-----------|
| ART 139A-Digital Photo | 2 |
| GA 160A–Computer Graphics | 4 |
| GA 161A–Digital Graphics | 2 |
| GA 160B–Computer Graphics or | 4 |
| GA 161B–Digital Graphics and | (2) |
| ART 139B-Digital Photo | (2) |
| <u>Total Units</u> | <u>12</u> |

Instructional Program/ Discipline Review 2005-06

OHLONE COLLEGE
CURRICULUM GUIDE
2005-2006

GRAPHIC ARTS/COMPUTER GRAPHICS
(Communication Arts Area)
ASSOCIATE IN ARTS DEGREE

FRESHMAN YEAR

| <u>Fall Semester</u> | <u>Units</u> |
|--|----------------|
| <u>@ART 104A-2 Dimensional Design</u> | <u>3</u> |
| <u>@ART 106A-Descriptive Drawing</u> | <u>3</u> |
| <u>@@GA 109A-Beginning Graphics Design I</u> | <u>3</u> |
| <u>**Gen Req or Elective</u> | <u>5</u> |
| <u>*PD 101-College Survival Tech.</u> | <u>.5</u> |
| <u>**PE</u> | <u>.5-1</u> |
| | <u>15-15.5</u> |

| <u>Spring Semester</u> | <u>Units</u> |
|--|----------------|
| <u>@ART 104C-Color</u> | <u>3</u> |
| <u>@ART 133A-B & W Photo OR</u> | <u>3</u> |
| <u>@ART 134A-Color Photo OR</u> | <u>(3)</u> |
| <u>@ART 139A-Digital Photography</u> | <u>(2)</u> |
| <u>@@GA 109B-Beginning Graphic Design II</u> | <u>3</u> |
| <u>@GA 161A-Digital Graphics</u> | <u>2</u> |
| <u>**Fine Arts Req or Elective</u> | <u>4</u> |
| <u>**PE</u> | <u>.5-1</u> |
| | <u>14.5-16</u> |

SOPHOMORE YEAR

| <u>Fall Semester</u> | <u>Units</u> |
|--------------------------------------|--------------|
| <u>@ART 103A-Art History OR</u> | <u>4</u> |
| <u>@ART 103B-Art History</u> | <u>(4)</u> |
| <u>@@GA 110A-Adv. Graphic Design</u> | <u>3</u> |
| <u>GA 188 QuarkXpress</u> | <u>2</u> |
| <u>**Gen Req or Elective</u> | <u>7</u> |
| | <u>16-17</u> |

| <u>Spring Semester</u> | <u>Units</u> |
|---|--------------|
| <u>@@GA 110B-Adv. Graphic Design</u> | <u>3</u> |
| <u>@GA 160A-Computer Graphics</u> | <u>4</u> |
| <u>JOUR 146-148-Photo/Graph Arts OR</u> | <u>1-3</u> |
| <u>JOUR 165-167-Typesetting/Prod</u> | <u>(1-3)</u> |
| <u>**Gen. Req. or Elective</u> | <u>8</u> |
| | <u>16-18</u> |

*Based on counselor recommendation.

**See Counselors for General Requirements for A.A. degree.

#Entry level determined by the assessment process.

##Requirement determined by the assessment process.

Recommended Electives: ART 117B, 162, 163, BA 129; JOUR 101A, 155; MM 102A; PD 154; SPCH 103; WEX 185 or 195.

+Minimum Requirement: HIST 125; transferable courses acceptable.

@Completion entitles student to receive Certificate of Completion. (12 units)

@@Completion entitles student to receive Certificate of Achievement (33-34 units)

ALL PREVIOUS COLLEGE TRANSCRIPTS MUST BE ON FILE IN RECORDS
OFFICE BEFORE DEGREE OR CERTIFICATE APPLICATION WILL BE PROCESSED

Instructional Program/ Discipline Review 2005-06

OHLONE COLLEGE

CURRICULUM GUIDE/WORKSHEET

GRAPHIC ARTS/COMPUTER GRAPHIC

This curriculum is designed to prepare students as graphic artists for careers with Graphic Design companies and other media firms. Majors are encouraged to develop a wide variety of skills in order to be better prepared for a range of job opportunities. Placement often depends upon the applicant's portfolio of completed work, willingness to move to a different area, and job availability. With an AA degree students may transfer to a four-year college or university and enter advanced study, leading to a position such as Art Director.

Major Field (Required for Certificate of Achievement)

| | <u>Units</u> |
|--|--------------|
| <u>ART 103A-Art History OR</u> | <u>4</u> |
| <u>ART 103B-Art History</u> | <u>(4)</u> |
| <u>ART 104A-Two-Dimensional Design</u> | <u>3</u> |
| <u>ART 104C-Color</u> | <u>3</u> |
| <u>ART 106A-Descriptive Drawing</u> | <u>3</u> |
| <u>ART 133A -B & W Photography OR</u> | <u>3</u> |
| <u>ART 134A-Color Photo OR</u> | <u>(3)</u> |
| <u>ART 139A-Digital Photo</u> | <u>(2)</u> |
| <u>GA 109A-Beginning Graphic Design I</u> | <u>3</u> |
| <u>GA 109B-Beginning Graphic Design II</u> | <u>3</u> |
| <u>GA 110A-Adv Graphic Design</u> | <u>3</u> |
| <u>GA 110B-Adv Graphic Design</u> | <u>3</u> |
| <u>GA 160A-Computer Graphics</u> | <u>4</u> |
| <u>GA 161A-Digital Graphics</u> | <u>2</u> |

33-34

Supporting Courses (to complete major for AA Degree)

| | <u>Units</u> |
|--|--------------|
| <u>GA 188-QuarkXpress</u> | <u>2</u> |
| <u>JOUR 146-148-Photo/Graphic Staff OR</u> | <u>(1-3)</u> |
| <u>JOUR 165-167-Pre-Press Tech</u> | <u>(1-3)</u> |
| | <u>3-5</u> |

Electives (to complete a total of 60 units)

Instructional Program/ Discipline Review 2005-06
OHLONE COLLEGE CURRICULUM GUIDE

ART
A.A. DEGREE IN FINE ARTS
WITH GRAPHIC DESIGN CONCENTRATION AND TRANSFER TO
SAN JOSE STATE UNIVERSITY

| | FRESHMAN | | SOPHOMORE | | TOTAL |
|---|----------|---------|-----------|---------|-------|
| | YEAR | | YEAR | | |
| MAJOR FIELD COURSES | F | S | F | S | UNITS |
| Art 104A 2D Design | 3* | | | | 3 |
| Art 104C - Color | | 3 | | | 3 |
| Art 103A,103B - Art History | | | 4* | 4 | 8 |
| Art 106A,106B - Descriptive Drawing | 3 | 3 | | | 6 |
| Art 107A - Life Drawing | | | | 3 | 3 |
| Art 160A - Computer Graphics | | 4 | | | 4 |
| *Art 109A - Beg Graphic Design I | 3 | | | | 3 |
| *Art 109B - Beg Graphic Design | | 3 | | | 3 |
| **Art 117B - Museum & Gallery Tech | | | 2 | | 2 |
| <u>+Recommended:</u> | | | | | |
| **+Art 110A - Adv Graphic Design I | | | 3 | | 3 |
| *Art 161A - Digital Graphics | | | 2 | | 2 |
| +Art 133A - B & W Photo or 134 A Color Photo | | | | 3 | 3 |
| GA 188 DeskTop Pub.w/QuarkXpress | | | 3 | | 3 |
| **GENERAL EDUCATION (FOR BA DEGREE) | 3 | 3 | 2 | 4 | 12 |
| <u>OTHER REQUIREMENTS (FOR AA DEGREE)</u> | | | | | |
| Fine Arts Dram 129, 133, IS 130, OR Mus 102, 120A, 120B) | 3 | | | | 3 |
| ++Phys Educ | .5-1 | .5-1 | .5-1 | .5-1 | 2-3 |
| Math Proficiency | | | | | |
| +RECOMMENDED: PD 101-Coll Survival Tech | .5 | | | | 5 |
| +ELECTIVES (For Illustration Concentration) | | | | 3 | 3 |
| *+Art 107B - Life Drawing | | | | | |
| *+Art 108 - Perspective Drawing | | | | | |
| <hr/> | | | | | |
| TOTAL | | | | | 66.5- |
| UNITS | 16-16.5 | 16.5-17 | 16.5-17 | 17.5-18 | 68.5 |

Instructional Program/ Discipline Review 2005-06

SAN JOSE STATE UNIVERSITY GRAPHIC DESIGN PORTFOLIO REVIEW

Because the professional design programs are highly demanding, it is necessary that each student who plans entry at the upper division level, Bachelor of Science degree Program, submit a portfolio for faculty review.

The portfolio is an admission and advising procedure to assure that students are prepared for upper division work. Admission may also require a personal interview. A student may submit twice for the portfolio review.

The Design Program strongly recommends completion of the following courses before submitting portfolios (SJSU courses or equivalents):

| <u>OHLONE #</u> | <u>Ohlone Course</u> | <u>Units</u> | <u>SJSU #</u> | <u>SJSU Course</u> |
|-----------------|----------------------|--------------|---------------|--------------------------------|
| 104A | Basic Design | 3 units: | Art 12 | 2-D Design |
| 104C | Color | 3 units | Art 14 | Color |
| 106A | Descriptive Draw | 3 units: | Art 24 | Beginning Drawing |
| 106B | Int. Des. Drawing | 3 units | Art 25 | Expressive Drawing |
| 107A | Life Drawing | 3 units | Art 55A | Life Drawing |
| 108 | Perspective | 3 units | Art 26 | Representational Drawing. |
| 133A | Photography | 3 units: | Photo 40 | Beginning Photography |
| 109A ** | Typography | 3 units: | Des 112A | Introduction to Typography |
| 109B ** | Graphic Design | 3 units: | Des 113 | Introduction to Graphic Design |
| | Illustration | 3 units: | Des 117A | Introduction to Illustration |

NOTE:

1. Only students currently enrolled at SJSU may participate in the portfolio process.
2. Students should include work from the above list of courses in the portfolio. Those applying for the first time may also include work from other schools, professional work, etc.
3. Portfolios must be submitted to the Design Program Office, art Building (A121), by (check with Design secretary) for the admission in the next semester. The evaluation process will be completed within 3-4 weeks from date of submission.
4. Transcripts are part of the portfolio application. You should have transcripts sent to yourself for submission with the other materials. A set of transcripts must be ordered from each college attended. San Jose State will not release copies you submitted to them--they will supply you with only a SJSU transcript.

**With a grade of B or better plus advisor's approval. These upper division course units must be "made-up" as SJSU Art and Design additional electives at the upper division.

NOTE: Some Ohlone course which do not articulate may fulfill the 6 unit Art/Design electives requirement for the SJSU, B.S. degree.

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FOR DEPARTMENTAL CERTIFICATE OF COURSE COMPLETION IN ART, 8-17 UNITS

| <u>ART HISTORY</u> | <u>CERAMICS</u> | <u>DIGITAL ART</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------------|--------------------|------------------|---------------------------|------------------|---------------------------|---|---------------------------|---|-----------------------------|--------------|--------------------------|-----|-----------------------------|----|---|-----------------------|-------------------------|--------------|---------------------|----|---|-----------------------------------|--------------------------|------------------------|--------------------------------|-----------------------|-------------------------|--------------------------|--|---------------------------|------------------------|--------------|---------------------------|----|---|---------------------------------------|--------------------------|--------------|--------------------------|---|-------------------------|---|---------------------------|----|-------------------------|---|----------------------|----|--|----|
| <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Courses</u></th> <th style="text-align: right;"><u>Units</u></th> </tr> </thead> <tbody> <tr><td>103A Art History</td><td style="text-align: right;">4</td></tr> <tr><td>103B Art History</td><td style="text-align: right;">4</td></tr> <tr><td></td><td style="text-align: right;">8</td></tr> </tbody> </table> | <u>Courses</u> | <u>Units</u> | 103A Art History | 4 | 103B Art History | 4 | | 8 | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Courses</u></th> <th style="text-align: right;"><u>Units</u></th> </tr> </thead> <tbody> <tr><td>121A Ceramics</td><td style="text-align: right;">3</td></tr> <tr><td>121B Ceramics</td><td style="text-align: right;">3</td></tr> <tr><td>122A Throwing</td><td style="text-align: right;">3</td></tr> <tr><td>122B Throwing</td><td style="text-align: right;">3</td></tr> <tr><td></td><td style="text-align: right;">12</td></tr> </tbody> </table> | <u>Courses</u> | <u>Units</u> | 121A Ceramics | 3 | 121B Ceramics | 3 | 122A Throwing | 3 | 122B Throwing | 3 | | 12 | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Courses</u></th> <th style="text-align: right;"><u>Units</u></th> </tr> </thead> <tbody> <tr><td>160A Computer Graphics</td><td style="text-align: right;">4</td></tr> <tr><td>161A Digital Graphics</td><td style="text-align: right;">2</td></tr> <tr><td>139A Digital Photography</td><td style="text-align: right;">2</td></tr> <tr><td>160B Computer Graphics OR</td><td style="text-align: right;">4</td></tr> <tr><td>161B & 139B</td><td style="text-align: right;">(2 + 2= 4)</td></tr> <tr><td></td><td style="text-align: right;">12</td></tr> </tbody> </table> | <u>Courses</u> | <u>Units</u> | 160A Computer Graphics | 4 | 161A Digital Graphics | 2 | 139A Digital Photography | 2 | 160B Computer Graphics OR | 4 | 161B & 139B | (2 + 2= 4) | | 12 | | | | | | | | | | | | | | | |
| <u>Courses</u> | <u>Units</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 103A Art History | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 103B Art History | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Courses</u> | <u>Units</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121A Ceramics | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121B Ceramics | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 122A Throwing | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 122B Throwing | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Courses</u> | <u>Units</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 160A Computer Graphics | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 161A Digital Graphics | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 139A Digital Photography | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 160B Computer Graphics OR | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 161B & 139B | (2 + 2= 4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>DRAWING</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Courses</u> | <u>Units</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 106A Drawing | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 106B Drawing | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 139B Digital Photo | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 159B Color for the Home | (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 155A Arch. Draft for ID | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 155B CAD for ID | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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2. Relationship to Ohlone College Mission and Goals

Goal 1: Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events

The Graphics department has a long standing practise of examining and promoting cultural activities from throughout the world. Instructors bring art works into the classroom, and organize field trips to area art museums and galleries.

Goal 2: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates

The graphics classes have student assistants who provide tutoring. Students also use Hyman Hall for computer access. Students are encouraged to download Adobe software programs for a free month trial. Student discounts on software are available through the bookstore. All classes are held in smart classrooms so that the instructors can use PowerPoint, access the Internet, play educational DVDs, etc.

Goal 3: Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability

Classes are offered during morning, afternoon, evening and summer. Evening advanced classes are taught by professional full time graphic designers.

Goal 4: Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive off the Learning College Model

Faculty participate in peer evaluations and student evaluations. Faculty also have access to professional development programs approved by the Vice President of Instruction to improve their teaching skills and broaden their knowledge.

Goal 5: Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures

The graphics program offers summer sessions which are held eight hours daily Monday thru Thursday. Over ninety percent of those enrolled are high school students.

Goal 6: Promote and maintain a clean safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability

The graphic students exhibit in the yearly Student Art and Design Show in the Louie Art gallery at the Smith Center. We also have exhibits in the Presidet's office and in Hyman Hall.

Goal 7: Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation

The Graphic students are eligible for scholarships offered by the ASOC and the President's Circle of the Ohlone Foundation. We also have been invited to submit five students to the Condrott Sscholarship Fund, which awards \$500 to \$1000 each to design students.

3. Program Student Learning Outcomes:

- Indicate the process used to determine the student learning outcomes. Indicate any rationale for maintaining or changing established outcomes. Program faculty *are encouraged* to work together to reach consensus when defining the program student learning outcomes.
- Design assessments to measure learning outcomes. To accomplish this, the following *may* be considered:
 - Identify outcome(s) to measure.

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- Clarify purpose for the assessment.
- Determine assessment method to employ and delineate performance standards.

Examples to consider: capstone course, vendor or industry certification examination, institutional or departmental testing, portfolio assessment, performance assessment of behaviors a student should be able to competently perform by the end of the program, skills assessment, culminating project, placement tests used for course entry and exit decisions, *other*.

- Decide type of assessment data to be collected.

Examples to consider: course retention and course completion rates, degrees and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, *other*.

Define a limited number (recommend 10 or less) of student learning outcomes at the program level

Upon completion of this program, the students will:

1. Demonstrate a working knowledge of: letter form design, type specification, copyfitting, and thumbnails and mechanicals
2. Demonstrate mastery of: computer graphics programs, scanners, tablets, digital cameras, and color printers
3. Demonstrate an awareness of: elements of design, design principles, gestalt theory
4. Apply the methods of effective visual communication
5. Be prepared for ensuing courses of Graphic Design
6. Have problem solving skills at an appropriate level.
7. Should be completing the certificates and degree.

4. Assessment of Student Success in Reaching Program Outcomes

- Assess student level of achievement for selected learning outcomes using stated assessment strategies. Analyze changes in data, identify trends and provide possible contextual explanations for these changes.

Student level of achievement will be measured by using different methods of assessment and testing strategies. Typical assignments include the following:

1. Homework assignments designed to give students practice in applying the design concepts presented in the class lectures and demonstrations.
2. In-class lab practice of concept application by solving visual communication problems
3. Problem solving exercises and mastery of thumbnail designs
4. Class discussions and critiques to evaluate student's ability to reason, analyze, and apply Design Principles
5. Quizzes designed to measure students' understanding of the software applications
6. Student presentations of design work that demonstrates the ability to effectively communicate
7. Writing assignments that demonstrate competence in effective written communication and understanding of Design Principles and the use of the Elements of Design and the application of the Gestalt Theory
8. Student presentations at the Final, including printed portfolio, oral presentation and a PowerPoint presentation

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5. Assessment of Program Through Review of the Teaching Learning Process.

To accomplish this, the following *may* be considered:

- Relevance, appropriateness and currency of student learning outcomes.
- Assessment of teaching strategies.
- Results of classroom assessment techniques.
- Assessment of curriculum revisions, *if applicable*.
- Assessments of how assignments, criteria, and standards for sequenced courses relate.
- Assessment of trends in student scores over time, including strengths and needed improvement.
- Adequacy of resource utilization; include requests *if* there are new resources needed.

The Graphics department has a yearly meeting/review with our Advisory Committee. See below for information regarding the committee.

OHLONE COLLEGE 2005-2006 GRAPHIC ARTS ADVISORY COMMITTEE

Bunny Carter Professor Department of Art San Jose State University
Tatiana Deogirikar Designer 3396 Woodside Terrace Fremont
Jeff Eaton Designer 32820 Arbor Vine Union City
Rebecca Fogg Computer Graphics Professional 982 Kiely Blvd. Unit H Santa Clara,
Courtney Granner Professor Department of Art San Jose State University
Michael Henninger Professor Department of Art CSU, Hayward
Dave Hopkins Typesetter/Production Image Setters 2178 Rheem Dr., Suite C Pleasanton
James Pacheco Designer 341 Oak Bridge Place Pleasanton
Elizabeth Shrank Yapp Designer Graphic Creations 560 Oak Park Way Redwood City
Alvin Thompson Artist 133 S. 12th Street San Jose,
David Chai Professor Department of Graphics San Jose State University
John Clapp Professor Department of Graphics San Jose State University
Gus Fjelstrom Designer 307 Orchard City Drive Suite 350 Campbell
Joe Miller Designer joecompany
Pilar Lewis Professor of Multimedia Ohlone College
Cynthia Luckoski Professor of Graphic Arts Ohlone College
Paul Mueller Professor of Photography Ohlone College

AGENDA

Wednesday, **November 2, 2005**
Room HH102, 6:30 p.m.

- I. Introductions
- II. Additions to Agenda
- III. Approval of November 5, 2003 minutes
- IV. Gary Soren Smith Center for the Performing Arts
 - A. Student's Design & Fine Art Shows in May
- V. Budget
 - A. \$2000 for aide in computer lab
 - B. \$1400 for supplies
 - C. \$150 for periodicals

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- D. \$5500 software budget
- VI. Schedule and Enrollments
 - A. Enrollment steady, no class cuts since combining 109 & 110
 - B. QuarkXpress class, spring
- VII. Macintosh Graphics 161A
 - A. Drafting and Mac Lab
 - B. Software: Streamline 4.0 Illustrator 10, Photoshop 7, Flash 5, and QuarkXpress Passport 4.1
 - C. Need 12 replacement Macs
 - D. Epson Stylus Photo 2200
- VIII. Computer Graphics 160A-B
 - A. PC Lab in HH115
 - B. Software: Streamline 4.0, Illustrator 10, Photoshop 7, Flash 5, QuarkXpress Passport 4.1
 - D. Need additional memory and video cards
- IX. Graphic Design
 - A. 109AB & 110AB with James Pacheco on PC
 - B. Contest: designed Peace mural for Fremont church
- X. Suggestions
 - A. Recruitment & Retention
 - B. Course Offerings
 - C. Equipment
 - D. Activities
 - E. Field Trips
 - F. New Committee Members
 - G. Funding Sources
 - H. E-mail Addresses
 - I. Adjunct faculty
 - J. Web sites

MINUTES

From Wednesday, **November 2, 2005** Room HH102, 6:30 p.m.

Present: John Clapp, Tatiana Deogirikar, Rebecca Fogg, Michael Henninger, Dave Hopkins, Cynthia Luckoski

These general suggestions were made:

Articulate GA 109A with SJSU Type 99 (call Joe Miller, Randall Sexton & Laning Stern)

Articulate GA 109A with Art Academy and CCA

Articulate SJSU Graphics Foundation classes (call Randall Sexton)

Check Silicon Valley College on line graphics courses

John has Yahoo groups which students must join

Field Trips to:

SJSU, Warner Bros Distance Learn., IRC Room 308, T 11:30-1:30, Courtney 408-924-4384

Area print shops and Ohlone printer

SJSU Graduating Student Show

SJSU Student Sign (Graphics Student Show) at Works Studio in San Jose

SIGGRAPH and trade shows

Art galleries & Artist open studios

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This equipment and software was recommended:

- New Macs in 4104B and HH115. More memory and new video cards in HH115
- Video camera, digital cameras and slide maker in HH115, and 4104B
- Continue to upgrade all software

These courses/projects were recommended:

- Images for Web using: Illustrator, Photoshop, Fire Works, & Image Ready (in Photoshop)
- Web design classes using Flash, Premiere, Video Capture, Dreamweaver & Go Live
- Fast track courses, divide 109A into 3 sections
- Coordinate with MM short-term courses
- In Design Page Layout class
- Client/Designer project
- Encourage internships (on campus with Radio, TV, Smith Center)
- Have students create web sites for their portfolios

These activities were recommended:

- Conduct design contests for local business
- Join Cal Lawyers for the Arts (check copy rights)
- Contact Robert Milnes 408-924-4320 (Michelle) re: laptops SJSU faculty & software

Purchase "Communicating with Color" Pantone

- Use Acrobat Distiller for PDF files
- Students can get jobs designing Powerpoint Clip Art
- Design for accessibility, Interface Design, Identity Design from print to web
- www.inkjetart.com for inks, paper and INFO
- lease color copier instead of purchasing color printer

New committee members suggested: Bay Area designers

6. Assessment of Program Improvement Since Previous Program Review

This step will be implemented during the second program review cycle using these guidelines

7. Describe Review and Dissemination Team Involvement

The Graphics Program has selected the following people to serve on the Review and Dissemination Team.

Division Dean: Walter Birkedahl

Faculty members in the program: Cynthia Luckoski

Faculty members outside the program: Denise Owen

Student enrolled in the program: Patty Lin

Community member: Tim Druley (graduate of the program)

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The purpose of the Review and Dissemination Team is twofold: 1) to meet at least once as a group during the review process to provide feedback on the report and serve as the first level of review, and 2) to provide an opportunity to educate others about the program or discipline.

Specific responsibilities include:

- Serve as a resource to the program being reviewed.
- Receive, evaluate, and validate all the Program Review materials submitted.
- Review how the assessment of student learning outcomes contributes to student success and program improvement.
- Collaborate with program faculty to write the Instructional Program Review/Discipline Report.
- Approve the Instructional Program/Discipline Review Report for submission to the President and Vice President of Instruction.

The recommended minimum number of team members is five and the maximum is nine. Some programs have an existing advisory committee. Members from advisory committees are excellent candidates for validation teams. There are many ways to obtain feedback from review and dissemination teams, such as email, but each team should meet as a group at least once. Regardless of whether a program has an advisory committee, the membership of each review and dissemination team should include the following members:

- The Division Dean and Program Coordinator, if available.
- A faculty member who is part of the program,
- A faculty member who is not part of the program.
- A student who is enrolled in the program (approved by ASOC), and
- At least one, but no more than three members from the community.

Members from existing advisory committees who meet these criteria are eligible. If obtaining members from outside the college is not feasible for a particular program, members of the campus community can replace these positions.

The Division Dean and Program Coordinator, if available, are permanent appointments to the review and dissemination team. All other team members serve for the duration of the Instructional Program Review process. The Division Dean and/or Program Coordinator select the other team members, except for the student member appointed by the ASOC.

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Additional Information

These Instructional Program and Discipline Review Report Guidelines are based on a “Working Document” approved by the Faculty Senate on October 20, 2004. It is called a Working Document as the Senate intends to review the Guidelines each year.

These Guidelines are intended to provide a format for the Instructional Program and Discipline Review Report and suggestion for identifying and assessing student learning outcomes at the program level. *Creativity and innovation are encouraged when interpreting these guidelines and applying them to each unique discipline.* Program assessment is a systematic process of collecting, analyzing, and interpreting information, which provides continuous feedback about *student success in reaching program learning outcomes*. It provides a method to determine if students have integrated learning from each course into a cohesive whole. Assessment can also promote *continuous program improvement* through review of the teaching/learning process.

Faculty Senate/CAPAC SLOPE Definitions

A joint task force of the Faculty Senate and CAPAC (Student Learning Outcomes Professional Enthusiasts = SLOPE) developed operative definitions of the terms: assessment, goals, student learning outcomes, objectives, and evaluation. These working definitions are used to facilitate communication since words are ambiguous and subject to many interpretations.

Assessment is aimed at *improving the teaching/learning process*. It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success in reaching the stated objectives, goals, and learning outcomes. Everyone is involved in the assessment process.

Goals are aimed at facilitating teaching and learning within the *college system*. They are global and broad measurable statements that clearly focus on the philosophy and purpose of the college, programs, and services.

Student Learning Outcomes are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services.

Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom’s Taxonomy)

Objectives are specific *incremental steps* that clearly work toward the accomplishment of the goals and student learning outcomes. They are measurable and short-term in nature.

Evaluation is the judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied. (For Course Outline use).

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References:

Andreea Serban and Jack Friedlander, ed., *Developing and Implementing Assessment of Student Learning Outcomes*. San Francisco: Jossey-Bass, 2004. (Copies of Chapter 4: Assessment at the Program Level are available in the Office of the VP of Instruction)

Barbara Walvoord and Virginia Johnson Anderson, *Effective Grading A Tool for Learning and Assessment*, San Francisco: Jossey-Bass, 1998 (Copies of Chapter 11 Strengthening Departmental and Institutional Assessment are available in the Office of the VP of Instruction)

League for Innovation in the Community College, White Paper, *An Assessment Framework for the Community College, Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness*, v1.0, August 2004 (<http://www.league.org/welcome.htm>)

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OHLONE COMMUNITY COLLEGE DISTRICT

OHLONE COLLEGE VISION, VALUES AND GOALS 2004-2009

VISION STATEMENT

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success

CORE VALUES

We provide life long learning opportunities for students, college personnel and the community
We open access to higher education and actively reach out to underserved populations
We promote diversity and inclusiveness
We maintain high standards in our constant pursuit of excellence
We value trust, respect and integrity
We promote team work and open communication
We practice innovation and actively encourage risk-taking and entrepreneurship
We demonstrate stewardship for our human, financial, physical and environmental resources

COLLEGE GOALS

1. Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events
2. Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates
3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability
4. Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College Model
5. Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures
6. Promote and maintain a clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability
7. Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation

Program Impact: A Statistical Analysis

According to the spreadsheet below the program appears to remain consistent in its enrollment and ability to serve the needs of the transfer and fine arts students although it does appear as if the impact of budget cuts has decreased the amount of courses we are able to offer.

See attached spreadsheet