

Ohlone College

Program Review Report

• **Program Description and Scope:**

1. *Program Review Title:* Graphic Art/Computer Graphics
2. *Academic year:* 2012/2013
3. *Review Type:* Instructional Disciplines
4. *Program/Departments:* Graphic Art/Computer Graphics (10002)
5. *Authority Code:* 45-Dean, Arts and Social Sciences
6. *External Regulations:* Yes__ No X
7. *Provide a brief narrative that describes the instructional program/discipline.*

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. Students will develop skills in Computer Graphics programs such as Adobe Illustrator and Photoshop. They will increase their awareness of basics of 2 dimensional design. They will learn to present graphic design solutions to clients and develop a portfolio to use in work situations and job interviews.

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 Accomplishment, and courses for community members seeking intellectual stimulation and/or personal development.

8. *Describe how the program specifically serves students, faculty and staff.*

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:

- a. 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.
- a. 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.

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.

9. *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. The classes utilize current versions of industry standard software, such as Adobe Creative Suite.

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.

10. *Discuss the impact of the program on the college and/or other programs.*

The program is well integrated within the college. All courses are cross-referenced with Art, and several are required for the Multimedia certificate. In addition to addressing specific learning concerns, and as a benefit to the college, several Graphics classes have completed design problems for the school. Faculty consulted on various campus design problems. Design students exhibit in the library and other areas and participate in the Annual Student Fine Art Show. Members of the greater college community may benefit from the life long learning opportunities these classes offer.

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

The immediate and greater communities surrounding the college are rapidly expanding, resulting in a growing demand for design professionals. Traditionally, services catering to graphics were located in large central cities. The trend now is to locate such businesses nearer the areas of expansion, and to make them more accessible to the general population. Retailers like Fed Ex Kinkos, have popped up all over. All need to hire knowledgeable employees. Requests from area businesses for recent graduates or even current students regularly come through the department. In this changing community, Ohlone Design graduates can fill the needs of employers and find success as designers.

• **College Mission**

1. *Mission Statement*

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. *Vision Statement*

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

3. *Core Values, Goals & Objectives:*

College 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 under-served 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.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

Ohlone's mission includes offering instruction for career entry, university transfer, and personal enrichment. The Graphic Arts Program directly supports these three areas, as detailed in the program description.

1. Those preparing for immediate employment or career advancement may obtain a Certificate of Achievement, Certificates of Accomplishment, or an

A.A. Degree in Graphic Arts.

2. Transfer students may opt to pursue a Bachelor Degree in Graphic Arts or a related field. Courses transfer to UC and CSU programs and articulate with San Jose State University. Students transferring to private schools may negotiate individual course waivers.

3. Graphic Arts courses offer all students interested in life-long learning a general introduction to the arts and humanities while specifically addressing the graphic arts skills.

The Ohlone Graphics Program provides access to higher education to our entire community. We offer all basic classes without pre-requisites. We encourage students to explore and study cultures from around the world, and find influences for their own artwork. We expect projects to conform to Industry standards of excellence, as we train students in this vocational program. Students work in teams and develop open communication, as required job skills. All projects require creativity and the development of new design solutions.

5. Briefly describe how the program supports selected college goals.

The Graphic Art Program supports goals 1, and 2

1. Creativity, problem solving, communication and critical thinking skills are emphasized in all classes. Design processes and logic are explored through increasingly complex individual and group projects in studio classes where students learn by doing. Students are practicing, and as Graphic Art is a practice, this educational approach holds the most promise for student success.

2. Graphic Art is an evolving field; designers must remain current. Faculty members are practicing designers requiring continuing education. The Graphic Art program adjusts to the changes in technology, in order to provide current training to the community. Faculty and students also participate in the annual Ohlone Student Art Show.

6. Briefly describe how the program supports selected college objectives.

The program supports objectives 1.1 and 1.8; to increase the number of students receiving associate degrees and Certificates of Achievement and Accomplishment.

1.1 Graphic Arts will assess one full student learning outcome this year and provide plans for the other 3 outcomes.

1.8 Graphic Art offers classes in day, evening and summer, in order to offer students maximum opportunity to complete the required curriculum to earn degrees or certificates. The class schedule works well for our diverse student

population and allows students to complete their degrees and certificates in a timely manner. A flyer explaining certificate and degree options is included in the student workbook. Copies of the flyer are given to the counselors.

Students success would be further enhanced if their progress could be automatically tracked through Datatel, (see our PIO). Through the use of school technology to help students plan and realize their goals, Graphic Arts can help the school realize its objectives of increasing degree and certificates earned.

- **Program SLOs & Assessment**

- 1. **Program SLO -**

- Demonstrate a working knowledge of letter form design, type specification, copy fitting, and thumbnails and mechanicals.**

- a. *Indicate program assessment strategies used.*
 - i. Skills Assessment
 - ii. Portfolio
 - b. *Describe the criteria and standards used to appraise student work.*

- The portfolio is a collection of all projects completed during the semester. The projects demonstrate all the skills learned and reflect all learning outcomes. Each successive project builds on the previous skill set. Students are expected to develop a creative and unique approach to each given design problem.

- The students portfolio must reflect a working knowledge of letter form design, type specification, copy fitting, and thumbnails and mechanicals. Students specifically must learn to use type forms as building blocks for design.

- Complete all projects on time.

- All students are required to complete each project to industry standards. (Proper measurements, colors, etc) Projects not up to standards must be repeated.

- Students must present thumbnails and explain their design process.

- Skill assessment measures the student's design abilities.

- Skills assessment measures the student skills to apply learned design philosophies to solve specific design problems. Projects presented in portfolios measure the student skills used to distinguish design variations and recognize specific design phenomena.

- Individual projects and portfolio progress will be reviewed.

- Presentation skills will be evaluated. Student must develop communication

skills to demonstrate problem solving ideas, through written, verbal, and graphic means.

Final class assessment will reflect student's success.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Grade statistics for Fall 2009, GA 160AB and GA 161AB:

52 students, 41 A (79%), 7 B (14%), 4 C (7%)

Class grades effectively reflect all program outcomes, as all projects require similar skill sets.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

I am pleased with the success of the Graphic Art students. There is a high percentage of A grades which reflects the high level of accomplishment in the classes. Most students are very self-motivated to take these courses.

- e. *Future Action (Improvements)*

2. Program SLO -

Demonstrate a mastery of computer graphics programs, scanners, tablets, digital cameras, and color printers.

- a. *Indicate program assessment strategies used.*
- i. Portfolio
 - ii. Skills Assessment
- b. *Describe the criteria and standards used to appraise student work.*

The students successful completion of this learning outcome reflects the students move to the next level of graphic design. Portfolios will reflect the students knowledge of computer graphics programs. Projects will also show that students have a working knowledge of computer hardware including scanners, tablets, digital cameras, and color printers. Since this is an art class, timely completion of projects and student effort are important parts of the grade determination.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Grade statistics for Fall 2009, GA 160AB and GA 161AB:

52 students, 41 A (79%), 7 B (14%), 4 C (7%)

Class grades effectively reflect all program outcomes, as all projects require similar skill sets.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

I am pleased with the success of the Graphic Art students. There is a high percentage of A grades which reflects the high level of accomplishment in the classes. Most students are very self-motivated to take these courses.

- e. *Future Action (Improvements)*

3. Program SLO -

Demonstrate an awareness of elements of design, design principles, and gestalt theory.

- a. *Indicate program assessment strategies used.*

- i. Portfolio
- ii. Skills Assessment

- b. *Describe the criteria and standards used to appraise student work.*

Student projects demonstrate an awareness of elements of design, design principles, and gestalt theory. As students progress in class, the design solutions become more complex, incorporating all previous skills as well as these new skills.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Grade statistics for Fall 2009, GA 160AB and GA 161AB:

52 students, 41 A (79%), 7 B (14%), 4 C (7%)

Class grades effectively reflect all program outcomes, as all projects require similar skill sets.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

I am pleased with the success of the Graphic Art students. There is a high percentage of A grades which reflects the high level of accomplishment in the classes. Most students are very self-motivated to take these courses.

- e. *Future Action (Improvements)*

4. Program SLO -

Apply methods of effective visual communication.

- a. *Indicate program assessment strategies used.*

- i. Portfolio
- ii. Skills Assessment

- b. *Describe the criteria and standards used to appraise student work.*

As students continue to progress, they develop more effective methods of visual communication. The projects become more sophisticated and

professional. Students are moving towards having the skills necessary for employment.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Grade statistics for Fall 2009, GA 160AB and GA 161AB

52 students, 41 A (79%), 7 B (14%), 4 C (7%)

Class grades effectively reflect all program outcomes, as all projects require similar skill sets.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

I am pleased with the success of the Graphic Art students. There is a high percentage of A grades which reflects the high level of accomplishment in the classes. Most students are very self-motivated to take these courses.

- e. *Future Action (Improvements)*

5. Program SLO -

Demonstrate problem-solving skills at an appropriate level.

- a. *Indicate program assessment strategies used.*

- i. Portfolio
- ii. Skills Assessment

- b. *Describe the criteria and standards used to appraise student work.*

Students continue to advance their problem-solving skills. Students are encouraged to find part time employment in graphics in order to supplement classroom knowledge and increase their possibilities of obtaining full time employment.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Grade statistics for Fall 2009, GA 160AB and GA 161AB:

52 students, 41 A (79%), 7 B (14%), 4 C (7%)

Class grades effectively reflect all program outcomes, as all projects require similar skill sets.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

I am pleased with the success of the Graphic Art students. There is a high percentage of A grades which reflects the high level of accomplishment in the classes. Most students are very self-motivated to take these courses.

e. Future Action (Improvements)

• **SLO Matrix**

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

| Course | SLO-1 | SLO-2 | SLO-3 | SLO-4 | SLO-5 |
|---------|-------|-------|-------|-------|-------|
| GA 109A | I | I | I | | I |
| GA 109B | P | P | P | | P |
| GA 110A | M | M | M | | M |
| GA 110B | P | P | P | | P |
| GA 160A | I | I | I | | I |
| GA 160B | P | P | P | | P |
| GA 161A | I | I | I | | I |
| GA 161B | P | P | P | | P |

• **SLO Matrix Comments**

• **Course SLO & Assessment**

GA 109A Beginning Graphic Design I (Letter Forms and Typography)

1. Apply the techniques of type specification and copyfitting to a design layout.
2. Specify the requirement for a type style in context with other requirements for art within a layout.
3. Demonstrate knowledge about the measurement, terminology, history, and technology of traditional as well as contemporary photo-typesetting.
4. Demonstrate the technical discipline required to produce professional graphic projects.

| |
|--------------------------------------------------------------------------------------------------------|
| Indicate planned course assessment strategies |
| Culminating Project Performance Assessment Skills Assessment |
| Describe the criteria and/or performance standards used to appraise student work. |
| To be added at a later date. |
| Enter assessment results and analyze student success in achieving course SLOs. |
| To be added at a later date. |
| Describe revisions in curriculum or teaching strategies implemented to promote student success. |
| To be added at a later date. |
| Future Action (Improvements) |

• **Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.**

1. List expected student achievement outcomes:
2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

To be added at a later date.

3. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

To be added at a later date.

4. *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

To be added at a later date.

5. *Describe any additional notable program achievements(optional).*

6. *Additional Program Table Data*

7. *Future Action*

Current levels of student achievement indicators maintained.

• **Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. *Describe program achievements and successes.*

Students have been successful as evidenced by course grades and students enrolling in successive courses.

2. *According to the evidence, what are the areas needing improvement?*

Invite Graphic design professional into class to evaluate student portfolios.

Maintain current technologies.

• **Program Improvement Objectives:**

1. **Objective:**

Increase student success in the field of GA by increasing number of students receiving Certificates of Accomplishment in GA.

- a. *Action Plan*

Year 1:

the Identify students who will be eligible to receive , to encourage them to continue with their educational plans. Get information from Datatel.

- b. *Assessment Plan: List Assessment Strategies*

Year 1:

Track Certificate completions.

c. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

The completion of the certificates provide students with a career focus and a sense of accomplishment. Helps to meet the college objectives.

2. **PIO Assessment**

a. *Enter assessment results with analysis.*

To be added at a later date.

b. *Future Action*

1. **Objective:**

Maintain current technologies in order to properly train students in new software and hardware advances.

a. *Action Plan*

Year 1:

Investigate necessary software and hardware.

b. *Equipment (Include items that fit under department budget codes)*

Year 1:

Maintain renewable site license for current versions of Adobe Creative Suite.

Replace 39 computers in HH115.

Replace 2 ink jet printers in HH115.

c. *Assessment Plan: List Assessment Strategies*

Year 1:

Assessment is through student successful course completion.

Students will submit a hard copy portfolio and also develop and present an electronic powerpoint presentation of the portfolio.

d. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Students must have access to current technologies, in order to train for the job market.

2. **PIO Assessment**

a. *Future Action*

• **Outside Review Results**

1. List each team members name and title.

None.

2. Discuss key feedback provided by team and how it was incorporated into the report.

None.

• **Attached Files**