

# Course or Program Assessment Summary [http://academic.cuesta.edu/sloa/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Fine Arts** Program: **Graphics** Date: **Spring 2013** v. 3 2012

Courses in program, or course: 220, 221, 229, 253, 258, 259, 266

Faculty involved with the assessment and analysis: **Margaret Korisheli, Marian Galczenski, Doug Highland, David Prochaska**

Course-to-program outcome mapping document\*\* is completed Yes **X** No \_\_\_\_\_

1	Student Learning Outcome Statements <input checked="" type="checkbox"/> Program	Upon completion of the courses in Graphics Certificate, the students will be able to demonstrate the following skills and knowledge:  <b>Program SLOs for Graphics</b> <b>1. Define and apply visual elements and principles of design</b> <b>2. Demonstrate an understanding of digital color space and basic color theory</b> <b>3. Demonstrate the use of industry standard computer software employed in Graphic Design and Graphic Communication</b> <b>4. Evaluate and Analyze graphic design and visual communication work</b> <b>5. Design and prepare professional graphic design work</b>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Using a rubric with the Program SLOs, the full-time art studio faculty assess the electronic portfolios and written statements of each student with an emphasis in Graphic Design who successfully completes Art 293: Portfolio Presentation.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Administered each spring semester for each graphics student who successfully completes Art 293: Portfolio Presentation, a capstone exit class in which art students package and present their artwork. Students in Art 293 learn professional practices in art and explore the steps to moving from the community college to higher levels of art education and/or working and exhibiting in the art field.
4	Assessment Results Summary (summarize Data)	<b>Program Outcomes Assessment: Spring 2013</b>  Full-time Fine Arts Studio faculty individually assessed the portfolios of seven Graphic Design students who completed the Portfolio Presentation class in the fall of 2012. On May 4, 2013 we met to collectively analyze the results of the assessment.  <b>Summary analysis of the assessment:</b>

		All seven students met the outcomes for the Graphic Design program.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>This certificate is not providing a robust enough foundation in the field.</p> <p>The questionnaire students complete in the portfolio presentation class continues to be helpful for identifying the goals of Fine Arts students.</p> <p>The pending Graphic design degree discussed in the 2012 CPAS was put on hold while the college was on “show cause” accreditation status. We are now waiting for the state to release the AD-T degree in Graphic design and will pursue that degree instead.</p> <p>The instructors have made an effort to enforce prerequisites for Graphic Design.</p> <p>Continue requests for personnel and financial support from the district, and link these requests to course and program SLOs. Replacement computers for the Graphic Design lab, 7138, ranked # 6 (out of 24) for the Planning and Budget committee’s “District’s 2013-2014 Allocation Priorities”.</p> <p>The LinkedIn site was not helpful for tracking transfer students. Maintaining the site and culling student information was too time consuming.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Complete AD-T Graphic Design Degree to provide a more robust foundation and more complete and well-rounded academic experience for students entering the work force or transferring to a 4-year institution. Pursuing this degree will most likely require major revisions in several of our courses.</p> <p>Although the level of writing was greatly improved in the portfolio class this year, it is still difficult to assess # 4: Evaluate and Analyze graphic design and visual communication work. The portfolio instructor, Doug Highland, has agreed to assign a paper that requires the student to write both formally and conceptually about an artist that influenced them. This will help the student write a better statement about their own work and will assist in the assessment process.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>Three full-time and two part-time instructors met to discuss the results of the assessment. We started by offering what we felt were strengths of our program and then suggested program improvements:</p> <p><b><u>Program Strengths:</u></b></p> <p>Engaged Instructors</p> <p>Instructor’s embody high level of expectations for students</p>

		<p>Strong link between course SLOs and Program SLOs</p> <p>Instructor exhibitions in the Wicked-step gallery show the excellent work produced by students in Graphic Design classes.</p> <p><b><u>Suggested Program Improvements:</u></b></p> <p>Increase part-time faculty awareness of our program mission and assessment, the link between program and course SLOs, and the relationship of these areas to student success. Plan and present a presentation for opening day fall 2013.</p> <p>(and see #6 above)</p>
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\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>