The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data

- Intern opportunities for students with local digital media art companies.
- Real life client driven student team-based digital media art projects.

Some specific examples of the internships that digital art students participated and completed are:

Employers and interns

Employer: Ron Eastwood: MCOE, Intern: Oliva Bernal
- Created corporate identity.

Employer: Ray Cleaveland: KSBW TV, Intern: Juan Gutierrez
- Created video commercials for such clients as JM Electric, Rabobank, Gold Star Motors.

Employer: Jason Martinez: JM Design, Interns: Reggie Sugabo, Floyd Fernando, Diana Gonzalez, Martin Martinez
- Created logos, flyers, business cards for clients.

Employer: Trish Sullivan, Gilroy Arts Alliance, Interns: Emmy Sanchez, Augie Escabado, Danielle Wohr
- Created video PSA's on the arts.

Employer: Hartnell College Digital Art Dept. Interns: Paulina Campos, Jose Alan Garcia, Sandra Santos, Valeria Jacuinde, Hoshimi Aimes.
- Worked on content design and site development for web page.

Employer: Bjorn Jones, Cesar Chavez Library, Steinbeck Library: Intern: Cynthia Martinez
- Created instructional materials in video and animation. Taught workshops at the library digital art lab for the community).

Employer: Scott MacDonald, The Californian: Intern: Abel Rodriquez
- Photojournalism digital photography assignments.

Currently, the Hartnell College Digital Arts program is working in collaboration with ALBA, to offer student internships. ALBA is a non-profit farm education and business incubator program creating opportunities for farm workers to become organic farmers. The program is working with Kaley Grimland: Business Enterprise Development Specialist at ALBA in Salinas. The purpose of our collaborative effort is to develop a partnership to offer student internships in digital art and design, digital media and marketing support. The intent is for the interns to help farmers develop promotional materials for their business. The Digital Art faculty has already met with students interested in the internships. These students have been trained in resume writing and their resumes have been sent to ALBA for review. While the students are waiting for interviews, they are working with the digital art faculty to refine their portfolios.

The Digital Arts program also participates in many educational liaison activities. These activities serve to increase recruitment and retention, development educational, community and industry partnerships, and assure that the program's curriculum meets the needs of current university transfer requirements and workplace entry.

An example of some of the most recent activities are:

- Articulation day field trip to CSUMB. March 14, 2014
  This is the second year that Hartnell College, Gavilan and CSUMB have offered this collaborative event through the Title 5 grant. Hartnell College Digital Art students travel to CSUMB for the day.

{

B. Instructional Staffing

1.

C. CTE Programs – Labor Market & Achievement

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is not ___ CTE.

1. Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.

[Begin response here]

2. Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What information and/or data were presented that required or currently require changes to be made to your program?

   (Please attach copies of meeting minutes over the past two years and a list of committee members and their respective industries/areas.)

[Begin response here]

3. Does labor market data and/or the need for additional education indicate that changes should be made to your program? Does the program (continue to) meet a labor market demand and/or fulfill an important step toward higher/additional education?

[Begin response here]

D. PROGRAM GOALS

1. List and describe

This s ection must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2014 .

A. COURSE DATA & TRENDS

1. Please evaluate the 3 -year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate tren ds for each course every year.

Course Number	Course Name	Does the course have a y DE (online or hybrid) s ections?
Art 77	Introduction to Digital Video	no
Art 80	Intro to Digital Photo/Photo Imaging	no
Art 70	Intro to Graphic Design/Computer Graphics	no

Please use the data that have been provided.Analyze trends that you observe with respect to the data for the identified courses and answer the following questions .

Many sections go over that enrollment limit. Core classes such as Art 72 are offered both Fall and Spring semester. Enrollment trends show the need for other core classes Art 70, Art 80 to become offered in the future more than once a year.

SUCCESS

3. Review the success data . Describe and analyze any patterns or anomali es that you notice . What do you make of these patterns or anomalies? What actions should be taken to ensure continuous improvement ?

Success data of Digital Arts shows the following:
Art 70: Fall 2010; 69% , Fall 2011; 72% Spring 2012: 69% , Fall 2012: 72%
Art 71: Fall 2010: 80% , Fall 2011: 86% , Fall 2012: 71%, Spring 2013; 0% (independent study to petition to do credit by exam)
Art 72: Spring 2011; 68% , Spring 2012: 75%, Fall 2012: 69% , Spring 2013: 80%
Art 73: Spring 2011: 79%, Spring 2012: 84% , Spring 2013: 88%
Art 74: Fall 2010: 68% , Fall 2011: 79% , Fall 2012: 79%
Art 76: Spring 2011: 77%, Spring 2012: 50% , Spring 2013: 73%
Art 77: Spring 2011: 71%, Spring 2012: 69%, Spring 2013: 71%
Art 80 : Fall 2010: 76% , Fall 2011: 71%, Fall 2012: 73%, Spring 2013: 84%
Art 85 : Fall 2011: 80% (revised made inactive)

Over the three-year period of 2010-11, 2011-12 and 2012-13, the average overall college success rate

B. TEACHING MODALITY

1. Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.

Term	No. of DE/ Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty

2. Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program? Discuss any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

   Not applicable, no distant education online classes currently.

3. Describe the process to change and improve student success in DE courses/sections in your program, and any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

   Not applicable, no distant education online classes currently.

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
Art 70	Jerri Nemiro	Yes	10/17/2013
Art 71	Jerri Nemiro	Yes	10/17/2013
Art 72	Jerri Nemiro	Yes	10/17/2013
Art 73	Jerri Nemiro	Yes	10/17/2013
Art 76	Jerri Nemiro	Yes	10/17/2013
Art 77	Jerri Nemiro	Yes	10/17/2013
Art 80	Jerri Nemiro	Yes	10/17/2013

D. OUTCOMES

Use your

CORE COMPETENCIES

3. Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student lea rning?

Remaining 17% achieved the following results:

2: 19-15 pts. 2: 14-7 pts., 1: Below 7 pts.

Minimum expectation was 70% of students achieve top rating of 20 points.

Actual results were higher at 83% of students achieve top rating of 20 points.

Students were given a very detailed handout and description of the project and the research involved. The handout included detailed notes on the process and several visual examples. Critical thinking and visual problem solving was incorporated into the research and the visual mind mapping exercise.

The assessment illustrates that the mind mapping exercise is a very effective method to help students comprehend design as a visual problem solving process. Logo design was utilized as the topic for this SLO since the design should achieve it's corporate identity in all cutures and societies.

Incorporate a group mind -mapping exercise. Students research in smalll groups 2 logo designs that illustrate a visual fusion through mind -mapping. The two designs will exhibit an approach from two different geographic locations.

Art 71 SLO 1 Assess results Fall 2013: The student will demonstrate the effective application of digital illustr ation principles for two- dimensional imagery.

The assessment was based on a 2 projects:

1. Perceptions of 2D digital illustration: rated 0 -20 points;(line, variable line or cross -hatching, tonal value or chiaroscuro, color, proportion and harmony.

2.Perception of the indication of a light source in 2D digital illustration project: rated 0 -10 points. (lighting angle and direction. ligh ting quality; specular or diffus e).

26 students participated. The minimum expectation was 70% of the students will achieve the top rating of 30 points.

Actual assessment showed higher than expected outcomes.

89% (24 students) achieved top rating of 30 points.

11% (2 students) achieved rating of 20-15 points.

The students who did not meet the top rating on this SLO were students whose attendance was absent on the lecture days that applied to this SLO. Attendance was essential for the understanding of the illustration perceptions in this SLO.

The goal was to take the student beyond the technical execution of digital illustration and to be able to apply visual problem solving and criitical thinking to their own illustrations. With the changes in the course syllabus and projects for this year, this goal was met. The course syllabus has been revised since last year. The revision includes changes in projects that incorporate more application of visual problem solving and aesthetic critical thinking in the realm of 2D digital illustration.

Art 71 SLO 2 Assess results Fall 2013 : The student will demonstrate an awareness of the influence of art and artists on the lives of all individuals, cultures and societies and the connection to contemporary digital illustration.

The assessment was based on the final exam project: rated 0-10 points. This project incorporated 1-point perspective illustration and research from historical and contemporary artists using 1-point perspective.

26 students participated. The minimum expectation was 70% of the students will achieve the top rating of 10 points.

Actual assessment showed higher than expected outcomes.

97% (25 students) achieved top rating of 10 points.

3% (1 student) achieved rating of 0 points.

Attendance was mandatory for this project. 1 student did not attend and did not achieve this SLO assessment.

Incorporate group research on historical and contemporary artists before the final exam project. This will allow the students time to exhibit to the entire class their illustration and their research that inspired it. It will e xpose the students to even more awareness of the influence of art and artists on the lives of all individuals, cultures and societies and the connection to contemporary digital illustration .

The course syllabus has been revised since last year. The revisio includes changes in projects that incorporate research into historical and contemporary artists use of illustration principles.

Art 7 2 SLO 1 Assess resultsFall 2013 : The student will demonstrate the ability to critically formulate a theme, premise, script and storyboard plan for a digital art project.

The assessment was based on the following:

Final Interface project: Part 1: Planning stage: rated 0

The course syllabus has been revised since last year. The revision includes more specific directions for all projects

Art 72 SLO 3 Assess results Fall 2013: The student will demonstrate the ability to analyze the history of digital art, its social impact and career and industry trends.

The assessment was based on the following:

Final project: Part 3:

Research Powerpoint or Word presentation: rated 0-5 points.

24 students participated. The minimum expectation was 70% of the students will achieve the top rating of 5 points.

Actual assessment showed higher than outcome expectation.

80% (19 students) achieved top rating of 5 points.

20%: Remaining achieved the following results:

4 students: 4-0 points

The instructor created a detailed outline for the students to implement this SLO as part of their final exam project. See the attached document. A week before the final exam, students were required to complete research for this Part 3 presentation of the final. The third part of the final exam project was very effective in the implementation of individual student analysis of the history of digital art, its social impact and career and industry trends. The instructor will plan an even more effective approach for the future that will allow the students time to present their research presentation to the entire class. This will increase the students exposure to even more examples of the analysis of the history of digital art, its social impact and career and industry trends.

Incorporate class presentation time of each student's indivdual research. This will increase the students exposure to even more examples of the analysis of the history of digital art, its social impact and career and industry trends.

The course syllabus has been revised since last year. The revision includes more specific directions for all projects.

Art 74 SLO 1 Assess resultsFall 2013 : The student will demonstrate an awareness of the relationship of the historical three-dimensional design principles of Egypt, Greece and the Renaissance to the contemporary digital 3D arena.

The assessment was based on the following project:

Media project presentation rated: 0-10 points.

This project incorporated the analysis of aesthetic principles of design in 3D and to compare and contrast contemporary to historical.

22 students participated.

The minimum expectation was 70% of the students will achieve the top rating of 10 points.

Actual assessment showed higher than expected outcomes.

73% (16 students) achieved top rating of 10 points.

27%: Remaining achieved the following results:

1 student: 7 points

5 students:5-0 points

The students exhibited strength in their awareness and understanding of 3D design aesthetic principles. They successfully researched contemporary examples of the 3D design principles.

After assessment, more emphasis will be given to the awareness of the relationship of the historical three-dimensional design principles of Egypt, Greece and the Renaissance.

After assessment, more emphasis will be given to the awareness of the relationship of the historical three-dimensional design principles of Egypt, Greece and the Renaissance.

Incorporate an additional lecture session on the sculptural 3D design principles from the historical art of Egypt, Greece and the Renaissance. The instructor will also rewrite the description of the project used for assessment. The description will include more specific

directions on how to compare and contrast contemporary 3D design principles with those from art history.

The course syllabus has been revised since last year. The revision includes changes in projects that incorporate research into historical and contemporary artists and their use of aesthetic principles in 3D design.

Art 7 4 SLO 2 Assess results Fall 2013 : The student will demonstrate effective technical proficiency with digital three -dimensional design and modeling.

The assessment was based on the following three projects:

Digital Inorganic Additive_Subtractive_Sculptural 3D Project:

rated 0-20 points.

Organic modeling projects.

Head: 0-15 points

Hand: 0-10 points

22 students participated. The minimum expectation was 70% of the students will achieve the top rating of 45 points.

Actual assessment showed 1% below outcome expectation.

69% (15 students) achieved top rating of 45 points.

31%: Remaining achieved the following results:

2 students: 44-35 points

5 students: 10-0 points

The most important element for the students to grasp is the implementation of their concept design into 3D form. In order to achieve this, they must be able to plan out the schematics of their model before the actual creation. This semester students were required too 3x[illegible]

Also, five weeks before the semester is over, I give them a very detailed timeline of what items need to be completed for final projects.
The progress reports have been an effective way to give each student feedback on their progress. Many students make office hour appointments for individualized help on certain projects after a progress report. This allows me to work with the students that have challenges with basic learning skills; such as reading and critical thinking. My next goal will

and 2. Students had to “demonstrate the effective application of design principles for graphic design printed imagery” by the creation of a CD design that incorporated their logo design. They also had to create all the color separations for the print process. In addition, the students had to “the student will demonstrate an

2. Open the photo up in Photoshop
3. Decide whether you want a clipping path for your design or not (an irregular shape for your photograph instead of square or rectangular)

Art 70: Fall 2013: Final Exam Project: CD Design: CMYK with Separations: PT 2
Before we begin Part 2, see samples below of Part 1 and Part 2 all completed:
Based on your CD design from Part 1, you are working on one of the approaches below.

Art 70: Fall 2013: Final Exam Project: CD Design: CMYK with Separations: PT 3
Putting the four channel photo separations into the Illustrator document

Before we begin Part 3, remember based on your CD design from Part 1, you are working on one of the approaches only in the notes.

Art 80: New handouts and refined projects that I created to refine the implementation of SLO 1: New handout 3

Digital Curves:

- Working with the relationship between:

1. Evaluate the success of each activity scheduled, inc luding activities completed and those in progress . What measurable outcomes were achieved ? Did the activities and subsequent dialogue lead to significant change in student learning or program

1. List information concerning new projects or activities planned. Please keep in mind that

The resources requested to support this activity are: Apple Remote Desktop software , furniture drawers for drawing tablets and one part time faculty member to teach Art 84 in Spring of 2015.

b) Describe how this activity supports any of the following:
    1) Core Competency
    2) Program level Outcome
    3) Course level Outcome
    4) Program/Discipline Goal
    5) Strategic Priority Goal

The program level outcomes for the digital art program have been revised this past year to the following:

1. Produce effective technical proficiency in the creation of digital artwork or projects.
2. Design effective visual communication for print, animation, and interactive media.
3. Structure visual information utilizing digital design aesthetic principles.
4. Appraise and analyze an awareness of the influence of digital art and artists on the lives of all individuals, cultures, and societies.

The revision of the AA Degree incorporates the inclusion of Art 84: Digital Art Portfolio and Business P

The resources requested to support this activity are: Apple Remote Desktop software , furniture drawers for drawing tablets . The digital art program will be involved in the creation of digital art, video and or animation that visualizes scientific process and principles for STEM.

g) Describe how this activity supports any of the following:
   6) Core Competency
   7) Program level Outcome
   8) Course level Outcome
   9) Program/Discipline Goal
   10) Strategic Priority Goal

The major theme after SLO assessment was the need to enhance the critical thinking and visual problem solving skills of all digital art students. Many revisions to instruction and assignments have already been made in order to achieve this goal. This activity will also work to achieve this goal.The arts give form to invisible ideas, theories and processes. Ourstudents will learn to utilize critic al thinking visual problem solving to visualize scientific information and procedure s. We have already produced a "pilot project" that exhibits the success of an art and science project: The new media center sponsored project "New Horizons for a Little Pla net". This is an animation for the Hartnell College planetarium education program.

h) Does this activity span multiple academic years? YES NO

   If yes, describe the action plan for completion of this activity.

This will be a three year activity that will be completed Spring of 2016. Action plan:
Initial research, inventory and assessment of findings, assembly of findings into visual form, delivery to entire faculty and students.

i) What measureable outcomes are expected from this activi ty? List indicators of success.

The measurable outcomes will to develop a process of "teachable critical thinking skill sets"to apply to Digital Art, Visual Art and STEM students.

j) What are the barriers to achi eving success in this activity?

The purpose of this project is to break through pre-conceived barriers that art and science are two distinct min d-sets and experiences.Our goal is to create useful "outside the box" critical thinking for the students by the realization that great scientists are artists and great artists are scientists.

Activity #3
Consider:

- x This activity: A Title V grant sponsored field trip to CSUMB Communication Design Program for Hartnell College Digital Art students.
- x Jerri Nemiro, Stan Crane: Title V Activity Director

k) Describe the new activity or follow -on activity that this resource will support.

[Begin response here]

l) Describe how this activity supports any of the following:

11) Core Competency
12) Program level Outcome
13) Course level Outcome
14) Program/Discipline Goal
15) Strategic Priority Goal

[Begin response here]

m) Does this activity span multiple academic years? YES NO

If yes, describe the action plan for completion of this activity.

[Begin response here]

n) What measureable outcomes are expected from this activi ty? List indicators of success.

[Begin response here]

o) What are the barriers to achi eving success in this activity?

[Begin response here]

B. RESOURCE REQUESTS

If new/additional resources P <<2407. (o)-

* Personnel: Include a C, F, or M after the amount to indicate Classified Staff, Faculty, or Manager.

** S for Supplies, E for Equipment. If additional supplies, for example, are needed for ongoing activities, this should be requested through the budget rollover process.

*** H for Hardware, S for Software

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/ Equipment (S/E)**	Technology Hardware/ Software (H/S) ***	Contract Services	Training	Travel	Library Materials	Science Labs	Projected Costs
1 & 2 AA Degree, Fig			Remote Desktop for 32 stations S						$160 ($79.99 per 20 seats)
1 AA Degree 1 & 2 AA Degree, Fig	Part time faculty to teach Art 84: Spring 2015 F								Prescribed rate for one 3 unit course (lecture and lab)

APPENDIX A . Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013 -2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities —with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative , and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3:

Priority 5 : Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to streng thening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.

Resource Request 3:
31 drawers to attach to desks for pull out of the Wacom drawing tablets
(31 in J216 lab)

Cost: $107.95 each; Total $107.95 X 31 = $3345.45 (add tax and shipping if necessary)

Justification: This offers a more stable and secure method of student use of the Wacom drawing tablets. Currently the tablets have to be disassembled after every class. The constant disconnection can shorten the life of the tablet. A more secure and stable method would be to have the tablets at every station and available to “pull out” when the student needs is.

We will need advice from Stephen Otero to make sure that this vendor and drawer is the best solution.