I. PROGRAM AND ITS CONTEXT

I.B.2.

Program Outcomes and Course Alignment (POCA) Document

(Insert the document in PDF immediately after this divider page.)

COLLIN COLLEGE

Assessment Plan
for Workforce and FOS Programs

Program/Track Name: AAS - Communication Design — Design Track

Description of Program-Level Learning Outcomes

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

Program-Level Learning Outcomes	
Program Learning Outcome 1:	Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.
Program Learning Outcome 2:	Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.
Program Learning Outcome 3:	Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.
Program Learning Outcome 4:	Apply graphic design principles in the ideation, development, and production of visual messages.

Section I: Technical Courses

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

How to complete the program map:

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter "I" for that specific program outcome in the appropriate column. Please note that a course can be "I", "P", "E" and/or "A" in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
ARTC-1305 Basic Graphic Design	I,P,E,A	I,P	I,P	I,P,E				
ARTC-1325 Intro to Computer Graphics	—	—	I,P,E	P				
ARTC-1302 Digital Imaging I	—	—	P,E	P				
ARTC-1327 Typography	P,E	P,E	P	P,E,A				
ARTC 1353 Com-puter Illustration I	—	—	P,E	P				
ARTC-1317 Design Communication I	P,E	P,E	P	P,E,A				
ARTV 1371 Story-board & Concept D.	P,E	P	—	P				
IMED-1316 Web Design I	P	P,E,A	P,E	P,E				
ARTC-1313 Digital Publishing	P	P,E	P,E,A	P,E				
ARTC-1349 Art Direction I	P,E	P,E	P	P,E				
ARTC-2347 Design Communication II	P,E	P,E	P	P,E				
ARTC-2335 Portfolio Development (GD)	P,E	P,E	P	P,E				
FLMC-1331 Video Graphics & Effects I	—	—	P,E	P				
ARTC 2311-History of Comm. Graphics	P,E							

Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program's continuous improvement processes.

Note: Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.)	**Assessment Measure(s) and Where Implemented in Curriculum –** Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.)	**Targets-** Level of Success Expected (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.)
PLO #1: Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.	Logo project assigned in *ARTC 1305 Basic Graphic Design*. The student will create a logo for a selected client through the following phases: 1. Phase I. Research conceptual, competitive, and stylistic references. Students are assessed on the depth and applicability of their research. 2. Phase II: Explore conceptual approaches (via thumbnails) for the logo design that meet the strategic goals outlined for the client in a visually creative way. Students are assessed on the variety and aptness of solutions generated. 3. Phase III: Select a single conceptual direction, then execute and refine it (to final production art) using industry-relevant software (Adobe Illustrator). Students are assessed on the graphic excellence and proficiency with which the design is executed.	80% of students score 70% or better on all the Phases associated with the project (as an average of total points earned vs. total points possible from all the constituent assignments that make up the complete project).

PLO #2: Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.	Benefits Worksheet assigned in *ARTC 1349 Art Direction I*. In this written assignment, the students are required to "translate" a number of product features (what makes a product different) into short benefit statements (why the consumer should care) and simplified benefit (a broad, singular word or thought that encapsulates the benefit statement). Students are assessed on their ability to effectively re-phrase the features as benefit statements and simplified benefits in order to create statements that will drive consumer engagement.	80% of students score 80% points or better on the assignment.
PLO #3: Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.	Production components for the Book Design Project assigned in *ARTC-1313 Digital Publishing*. Based on a selected topic/subject/title, the student creates a cohesive color book design consisting of the following components: a front cover design, a title page, a table of contents 2-page spread, and a chapter opening (2-page spread). The final components are created using Adobe InDesign software, and must meet the technical requirements for the digital art to be fully "press-ready," including: • Minimum image resolution for print production • Appropriate color space use for print production • Additional factors that affect print production that may be unique to the students design (e.g., the appropriate use of supporting software, the correct methods for image placement in the layout, etc.) Each student is scored based on compliance with each of the technical requirements outlined for the project	70% of the students score 80% or better on the production-related rubrics for the Cover and Interior production art assignments (as an average of total points earned vs. total points available for the technical aspects from the two assignments). This average will not include rubric items related to aesthetically-based design decisions.

PLO #4: Apply graphic design principles in the ideation, development, and production of visual messages.	Promotion project assigned in *ARTC-1317 Design Communication I*. The student develops a comprehensive brand promotion program from concept to completion, including the following key elements: a logo, 2 in-store signs. 3 (digital) display ads, an outdoor billboard, and a (Web) landing page. The solution designed by the student should visually: • Establish a brand and brand tone. • Promote brand awareness for their client. • Extend the brand messaging into the various touchpoints noted above. Students are assessed on their ability to meet creative, messaging, and design expectations for the project.	70% of the students score 400 points or better out of the 500 points available for the final items (Logo, In-Store Signs (2), Display Ads (3 Sizes), Outdoor, Landing Page).

COLLIN COLLEGE

Assessment Plan
for Workforce and FOS Programs

Program/Track Name: AAS - Communication Design — User Experience Track

Description of Program-Level Learning Outcomes

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

Program-Level Learning Outcomes	
Program Learning Outcome 1:	Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.
Program Learning Outcome 2:	Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.
Program Learning Outcome 3:	Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.
Program Learning Outcome 4:	Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.

Section I: Technical Courses

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

How to complete the program map:

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter "I" for that specific program outcome in the appropriate column. Please note that a course can be "I", "P", "E" and/or "A" in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
ARTC-1305 Basic Graphic Design	I,P	I,P	I,P	I,P				
ARTC-1325 Intro to Computer Graphics	—	—	I,P	I,P,E				
ARTC-1302 Digital Imaging I	—	—	—	P,E				
ARTC-1327 Typography	—	E	P	P				
ARTC 1353 Com-puter Illustration I	—	—	P,E	P,E				
ARTC-2371 User Experience I	P,E,A	E	E	I,P,E				
ARTV 1371 Story-board & Concept D.	—	—	P	P				
IMED-1316 Web Design I	P,E,A	P,E,A	P,E	P,E				
ARTC-1359 Visual Des. for New Media	P,E,A	P,E,A	P,E,A	P,E,A				
UXUI-1370 Human Factors & D. Psych.	P,E,A	E,A	E	P				
UXUI-1371 Proto-typing and Usability Testing I	P,E,A	P,E,A	P,E	P,E				
ARTC-2335 Portfolio Development (GD)	P,E,A	P,E,A	P,E	P,E				
FLMC-1331 Video Graphics & Effects I	—	—	P	P				

Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program's continuous improvement processes.

Note: Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.)	**Assessment Measure(s) and Where Implemented in Curriculum –** Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.)	**Targets-** Level of Success Expected (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.)
PLO #1: Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.	Mobile Design & Usability assignment in *IMED 1316 Web Design I.* The student creates a mobile version of a web site that must reflect the scope and complexity of the original desktop site on which the mobile version is based. Students are assessed on how well they address (human-centric) usability specifically for use on mobile devices, including: readability, use of appropriate conventions, and implementation of applicable menu and navigational devices.	70% of students score 80% or better on project.
PLO #2: Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.	Website Analysis project assigned in *IMED 1316 Web Design I*. • The student selects a Web site and analyzes the design for the following:	70% of students score 400 points or better out of the 500 total points available for this project.

	○ Hierarchy/flow of content ○ Conventions/expectations for interaction ○ Clarity and scannability of the content • The students provide their findings on a form supplied by the instructor. • Based on their findings, the student creates an XD wireframe showing how the page could improve hierarchy, better utilize conventions, and be more clear and/or scannable, Students are assessed on the depth of analysis, the quality of the insights generated, and their ability to apply those insights into the design of the wireframe execution.	
PLO #3: Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.	Rapid Prototyping assignment in *UXUI 1371 Prototyping and Usability Testing I*. The student will complete an end-to-end rapid prototyping of a design for a mobile-based app. The student will: • Provide a high-level statement and description of their product/project. • Construct a User Journey Map. • Create a paper prototype. • Test their paper prototype on another user and make refinements to the paper prototype. • Create a digital prototype based on their paper prototype. • Test their digital prototype on another user and make refinements to their digital prototype. • Reflect on their design process and compare & contrast the pros and cons of paper prototyping vs. digital prototyping.	70% of students score 80% or better on project.

	Students are assessed on their ability to effectively bring the prototype from concept to final prototype, and the ability to communicate the findings and insights gained during the course of the project.	
PLO #4: Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.	Final Presentation from *ARTC-1359 Visual Design for New Media*. In this Final Presentation for the semester, the student presents the designs they created for their client (in the smaller projects created they throughout the semester) framed as a pitch to a client. The student is assessed on their ability to apply the various design components created during the semester, as well as functionality and usability considerations (i.e., user experience) for the (desktop) portal, and mobile and wearable apps designed for the client.	80% of students score 75% or better on project.

COLLIN COLLEGE

Assessment Plan
for Workforce and FOS Programs

Program/Track Name: Certificate Level 3 – ESC – Motion Graphics

Description of Program-Level Learning Outcomes

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

	Program-Level Learning Outcomes
Program Learning Outcome 1:	Create video and motion graphics elements, sequences, and presentations using industry-standard tools.

Section I: Technical Courses

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

How to complete the program map:

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter "I" for that specific program outcome in the appropriate column. Please note that a course can be "I", "P", "E" and/or "A" in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
ARTV-1345 3-D Modeling and Rendering I	P,E							
ARTV-1351 Digital Video	P,E,A							
FLMC-2331 Video Graphics and Visual Effects II	P,E							
ARTC 2381 Co-op Education - Commercial and Adv. Art (Elective	P,E							

Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program's continuous improvement processes.

Note: Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.)	**Assessment Measure(s) and Where Implemented in Curriculum –** Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.)	**Targets-** Level of Success Expected (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.)
PLO #1: Create video and motion graphics elements, sequences, and presentations using industry-standard tools.	Short Film Project assigned in *ARTV-1351 Digital Video* (incorporating comprehensive skills demonstration for course). Based on a script written by the student, the student will storyboard, shoot, and edit a narrative short-form video sequence that includes opening and closing title credits. Students are assessed on their proficiency in applying the various visual, narrative, and technical requirements for the project.	80% of students score 250 pts. or better, based on 300 pt. rubric for project.

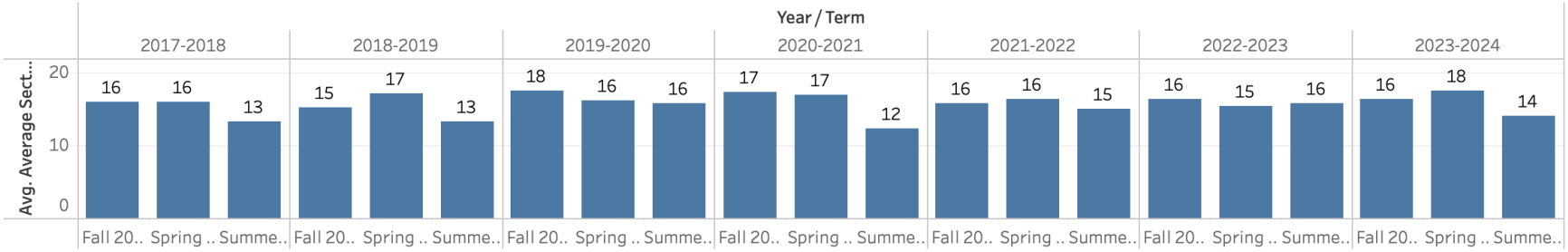
V. EFFECTIVENESS OF CURRICULUM

V.E.1.

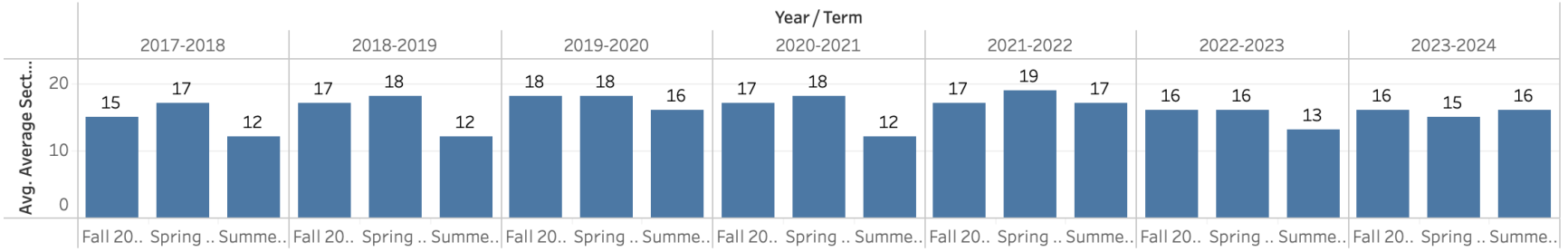
IRO Table of
Average Section Size of Program Courses

(Insert the table in PDF immediately after this divider page.)

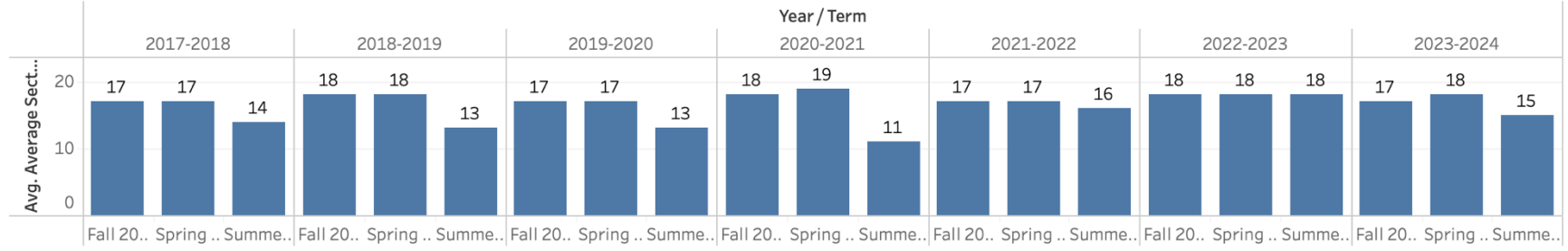
Average of All Classes (Program-wide)



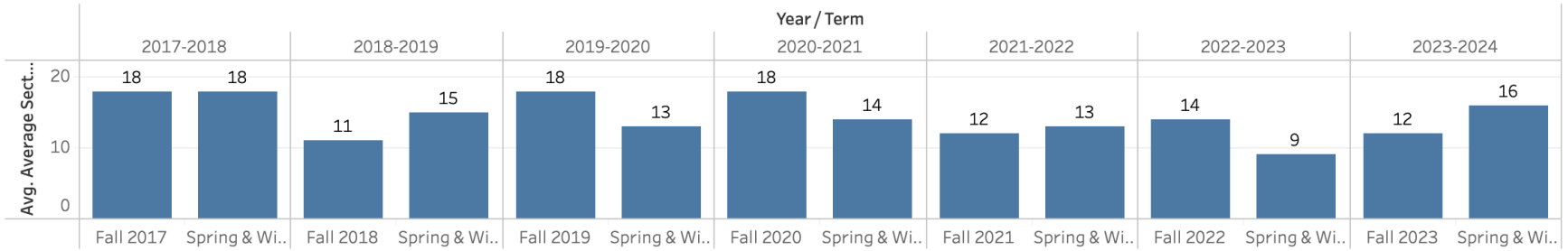
ARTC 1302 Digital Imaging I



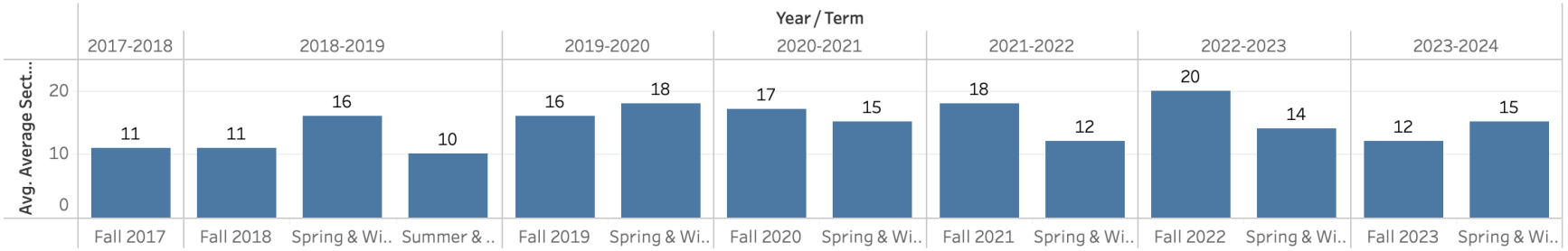
ARTC 1305 Basic Graphic Design



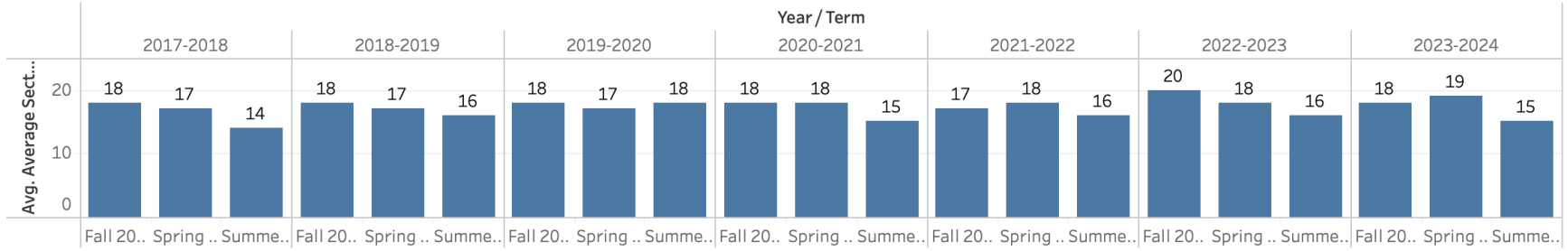
ARTC 1313 Digital Publishing I



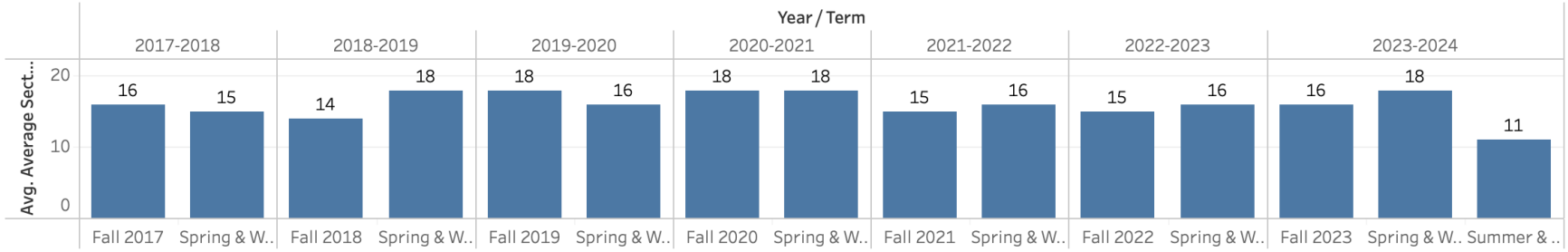
ARTC 1317 Design Communication I



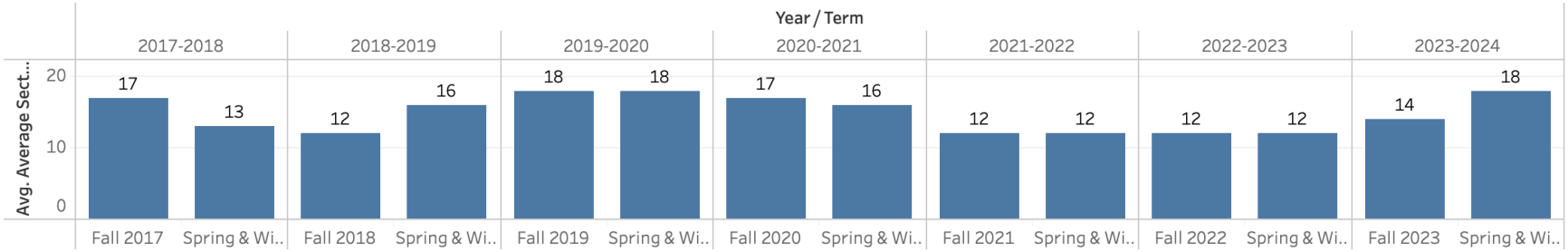
ARTC 1325 Intro to Computer Graphics



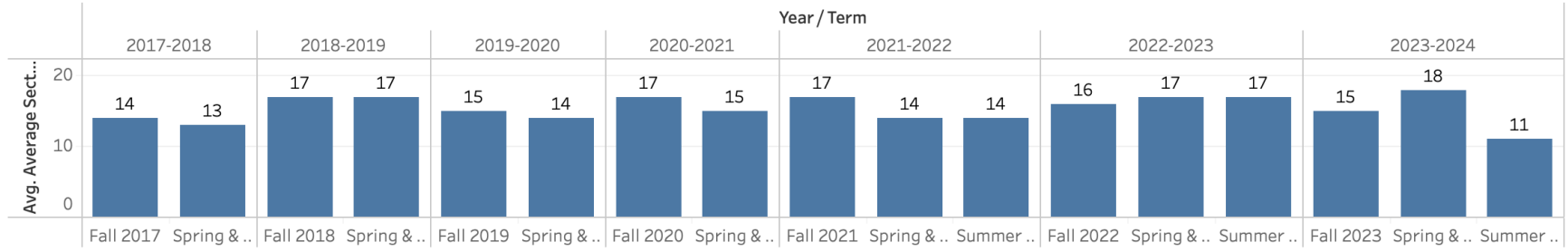
ARTC 1327 Typography



ARTC 1349 Art Direction I

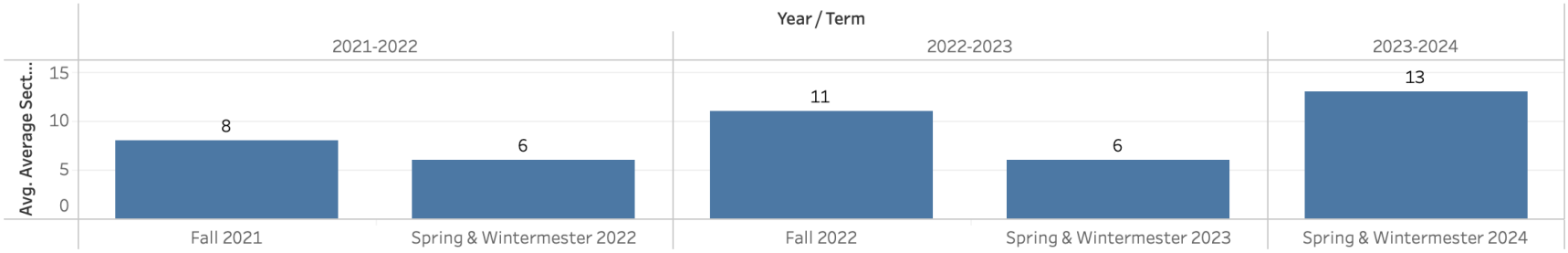


ARTC 1353 Computer Illustration I

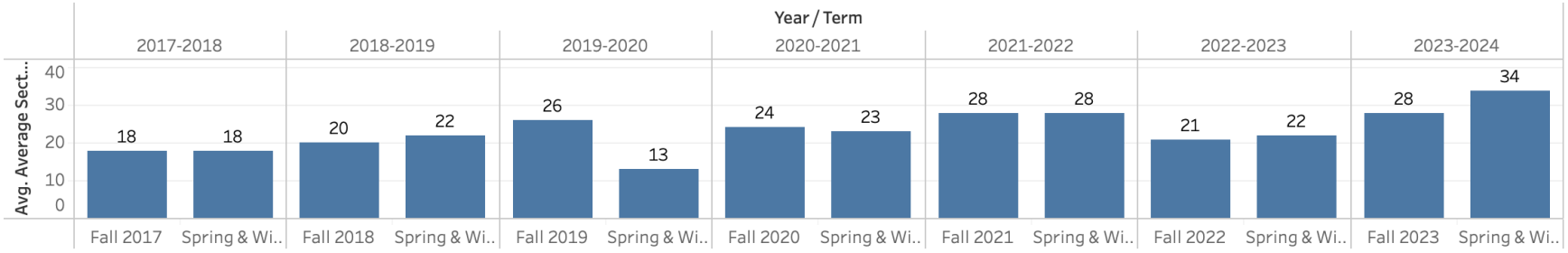


ARTC 1359 Visual Design for New Media

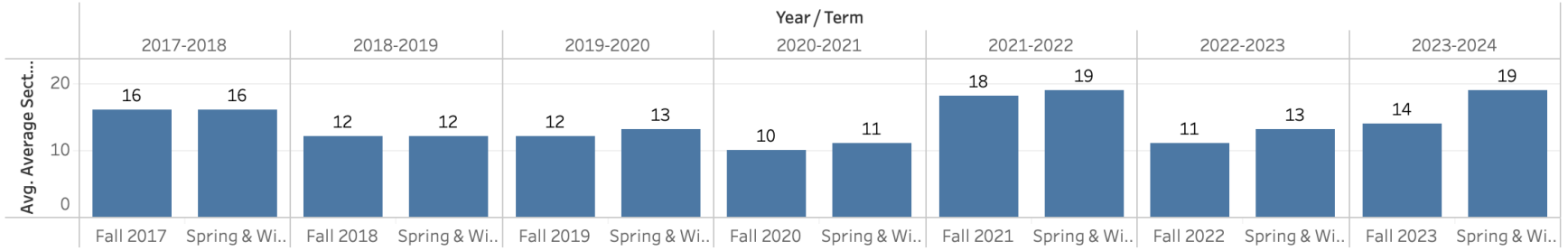
Average Number of Students per Section



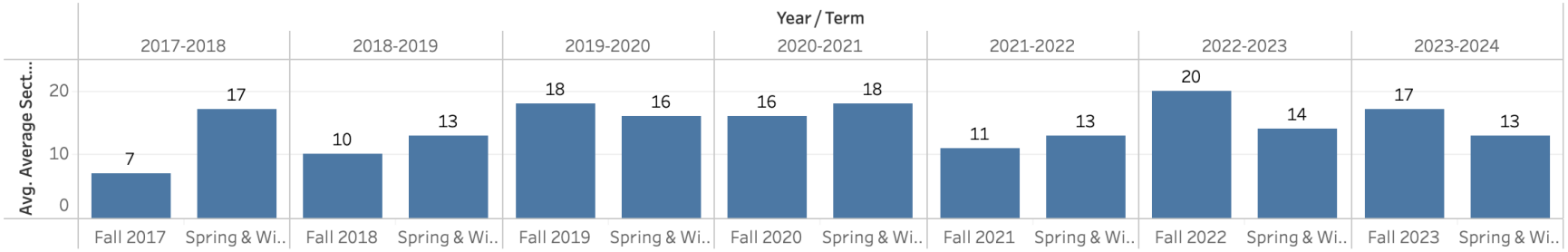
ARTC 2311 History of Communication Graphics



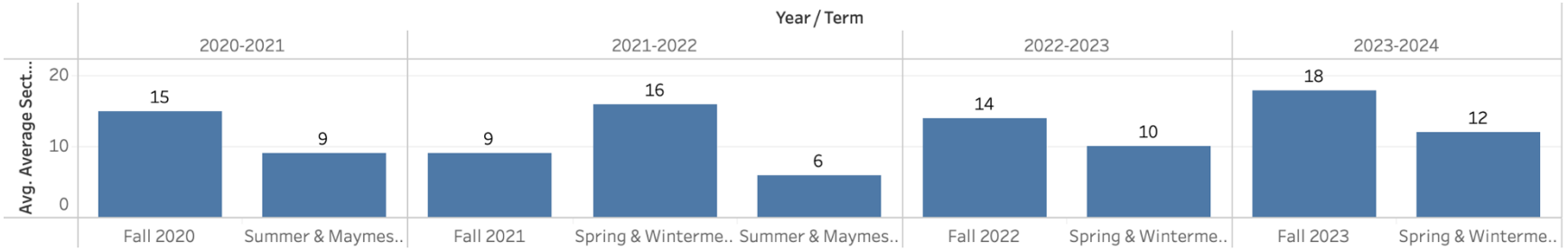
ARTC 2335 Portfolio Development for Graphic Design



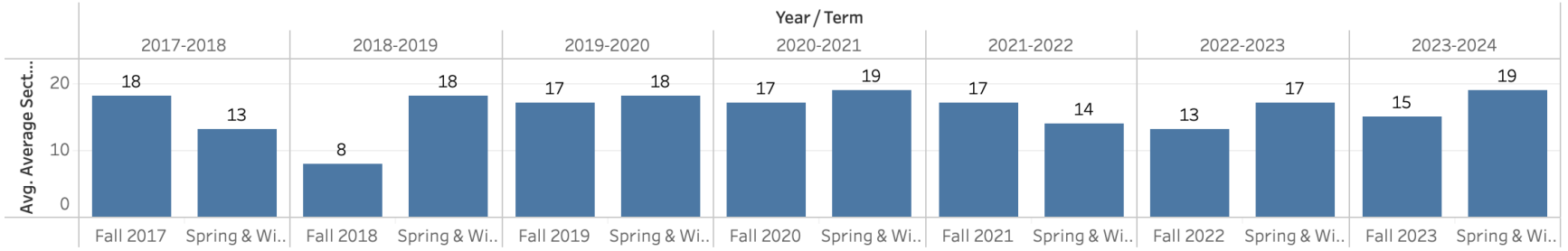
ARTC 2347 Design Communication II



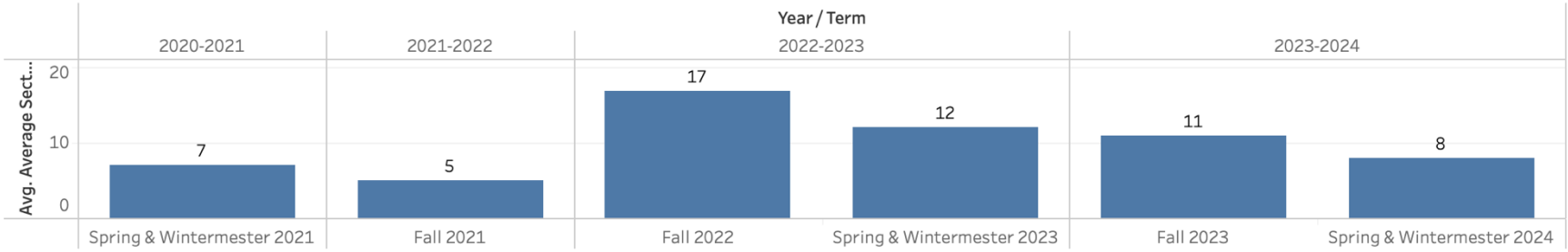
ARTC 2371 User Experience I



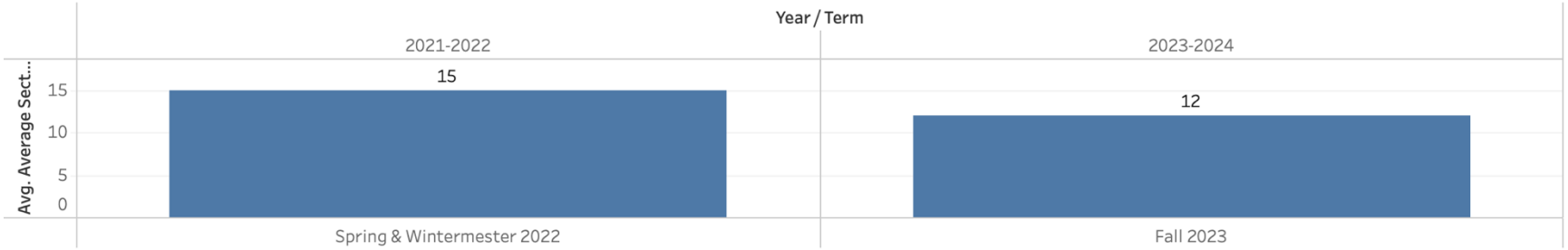
IMED 1316 Web Design



UXUI 1370 Human Factors & Design Psychology



UXUI 1371 Prototyping & Usability Testing

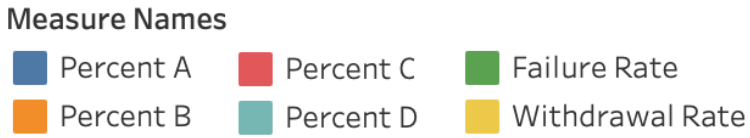


V. EFFECTIVENESS OF CURRICULUM

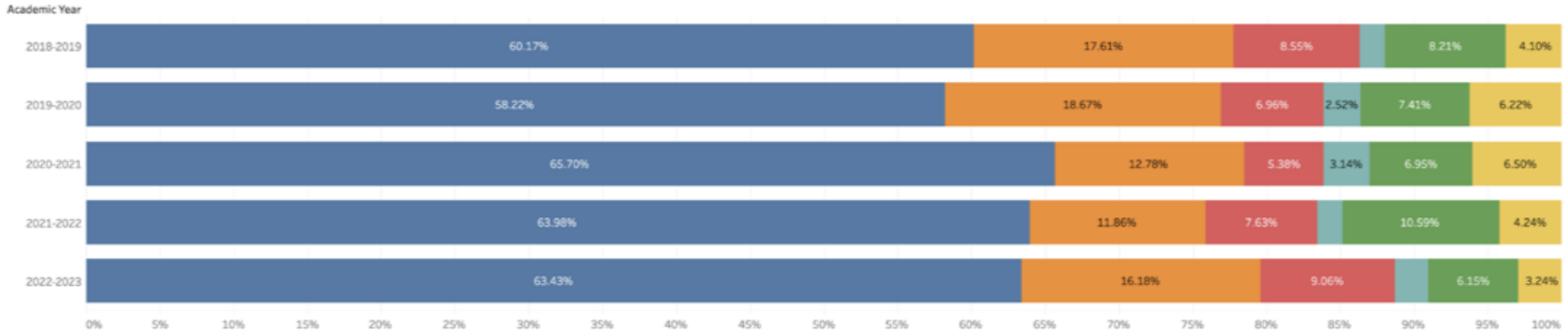
V.E.3.

IRO Table of
Grade Distributions of Program Courses

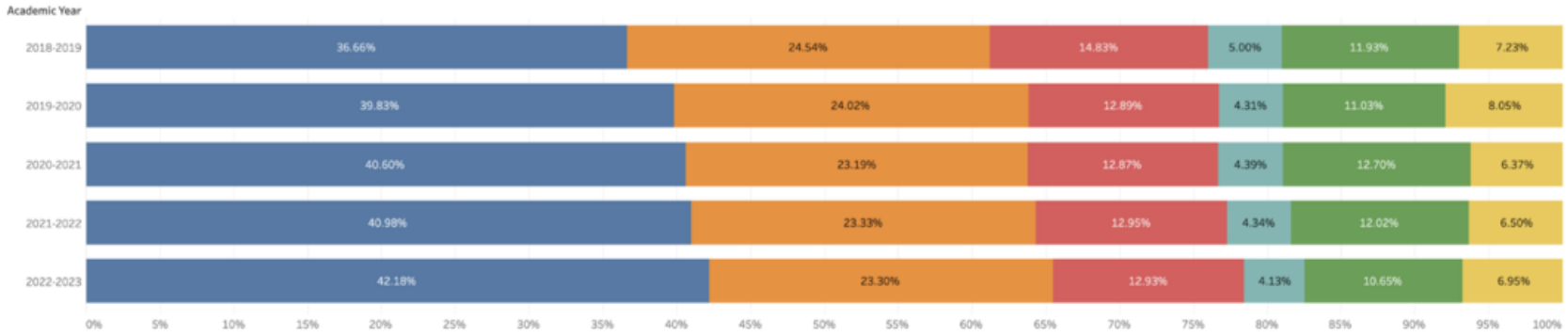
(Insert the table in PDF immediately after this divider page.)



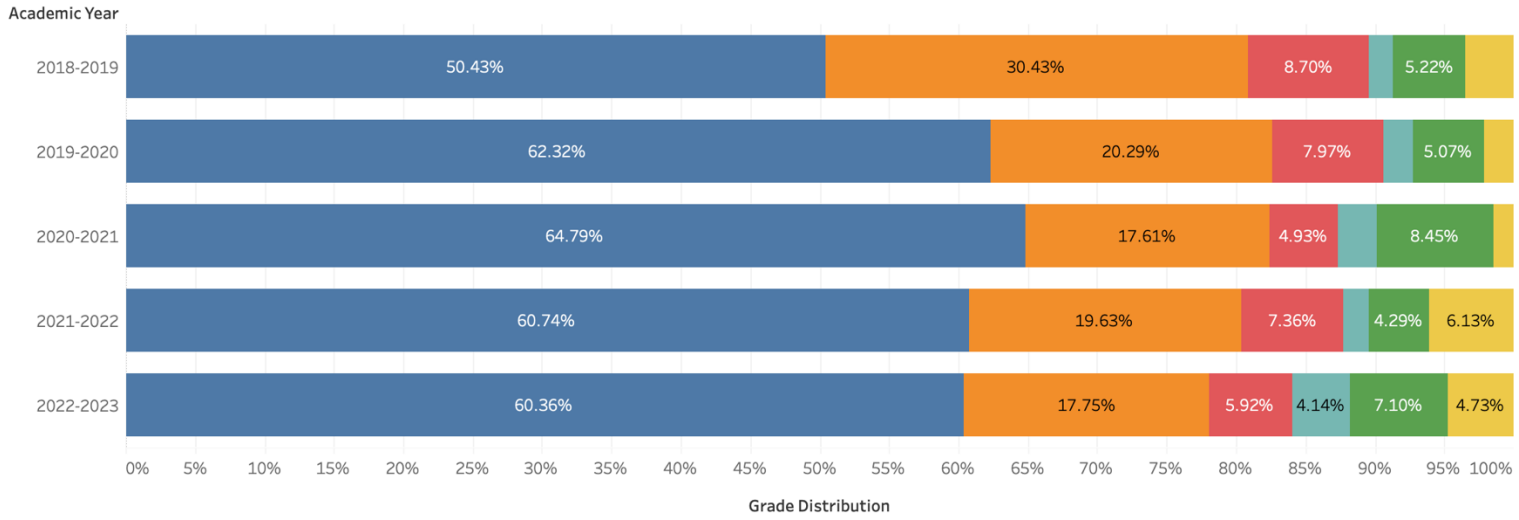
Grade Distribution Average of all Program-specific Courses



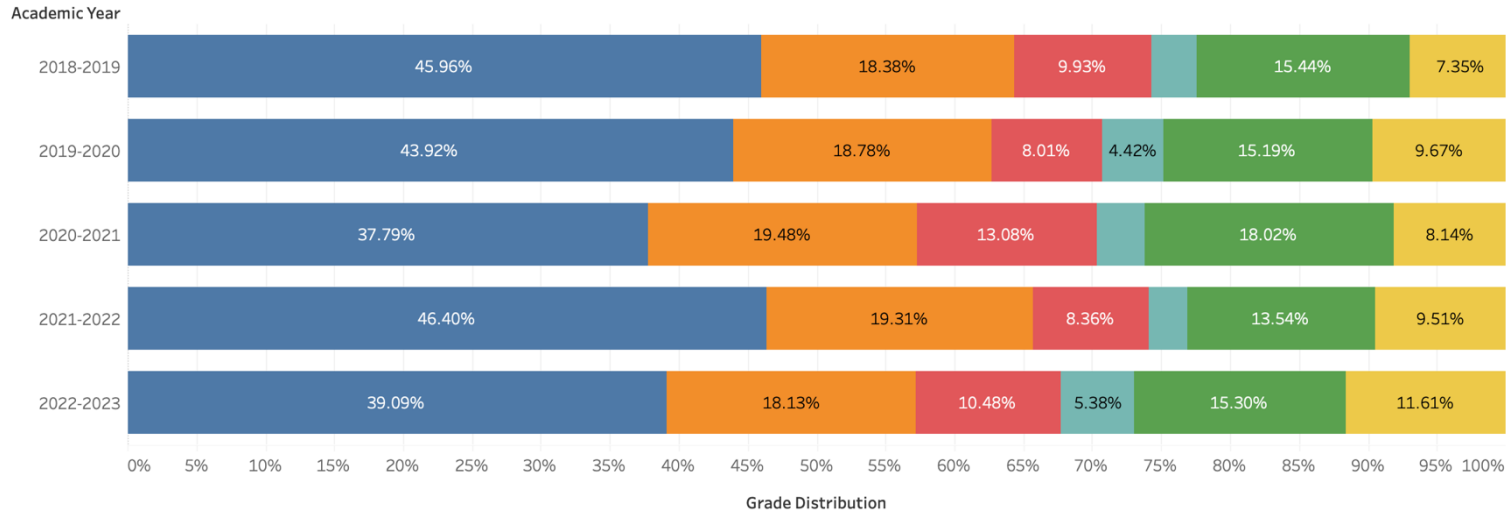
College-wide Grade Distribution



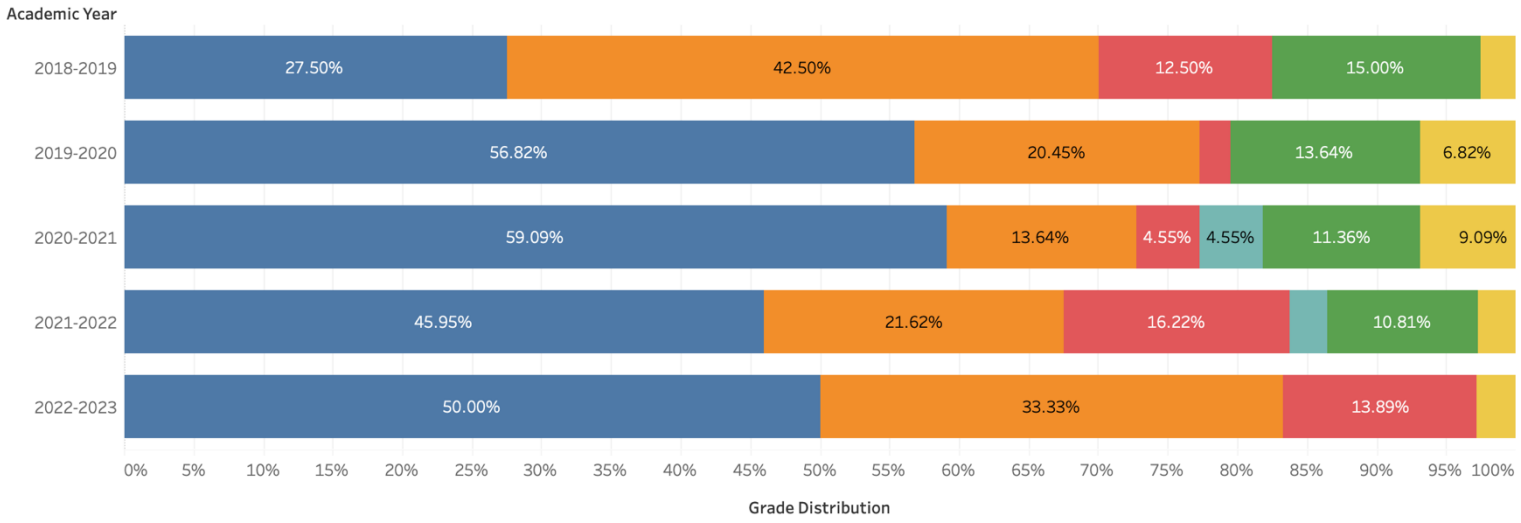
ARTC 1302 Digital Imaging



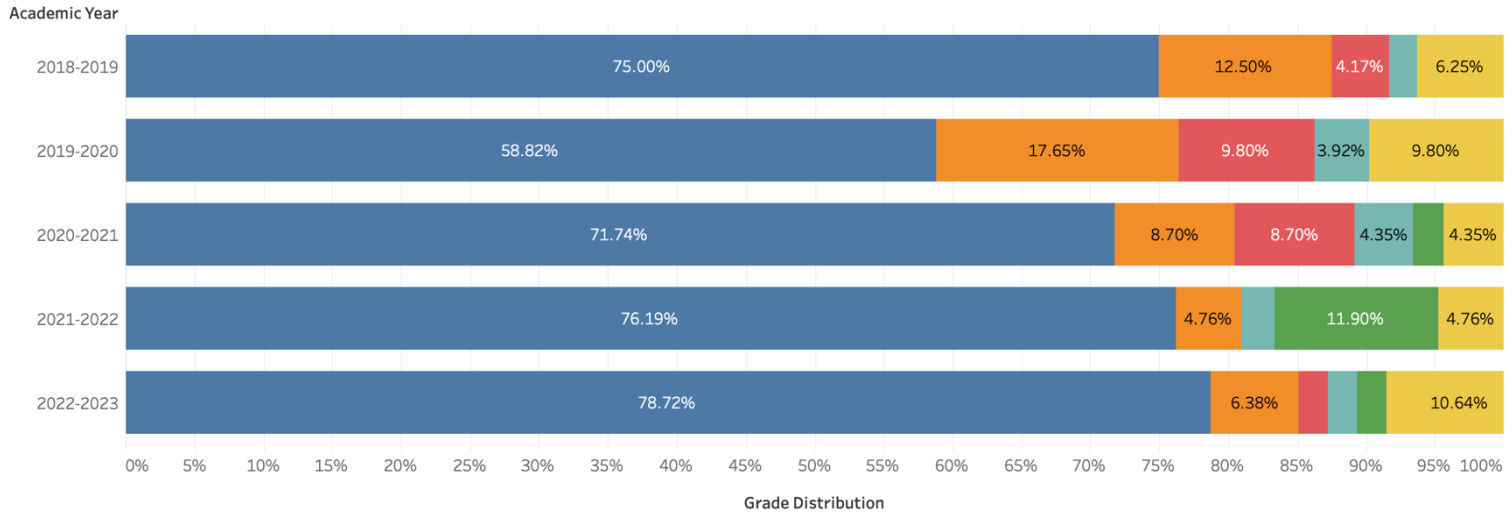
ARTC 1305 Basic Graphic Design



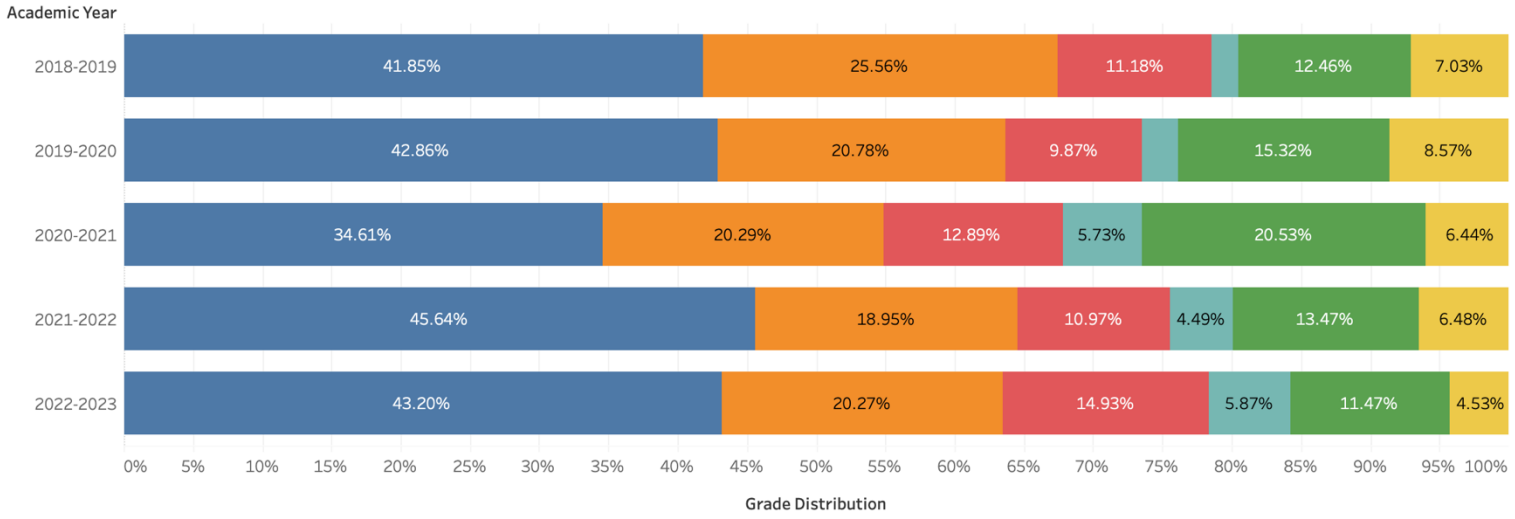
ARTC 1313 Digital Publishing



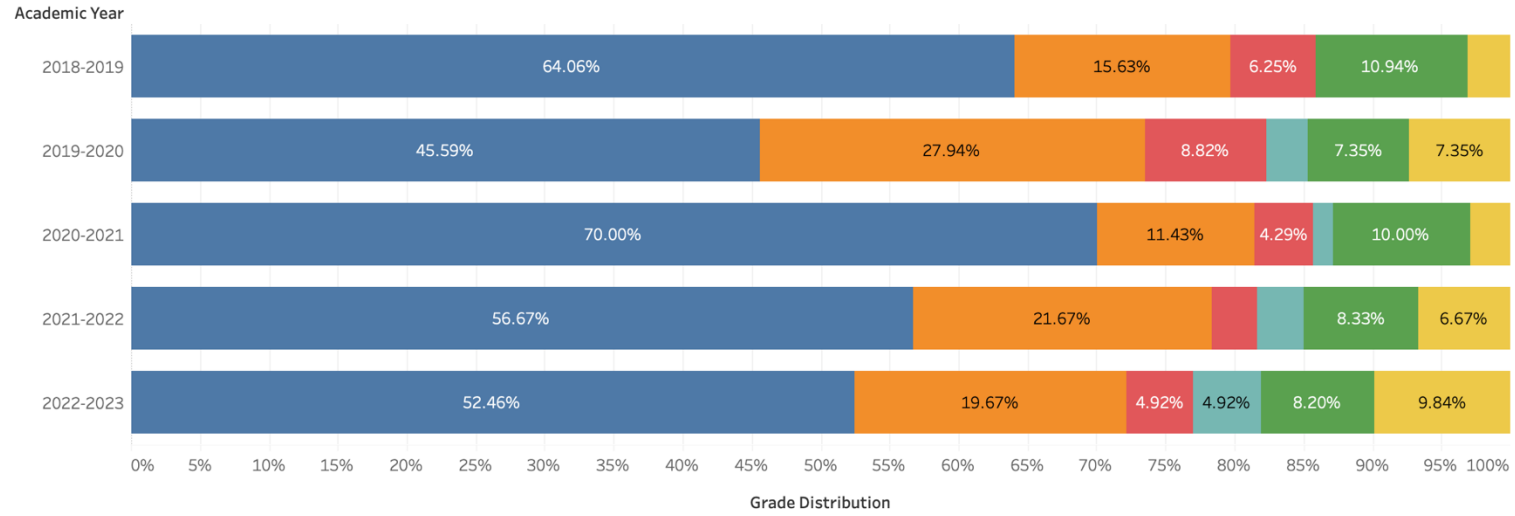
ARTC 1317 Design Communication I



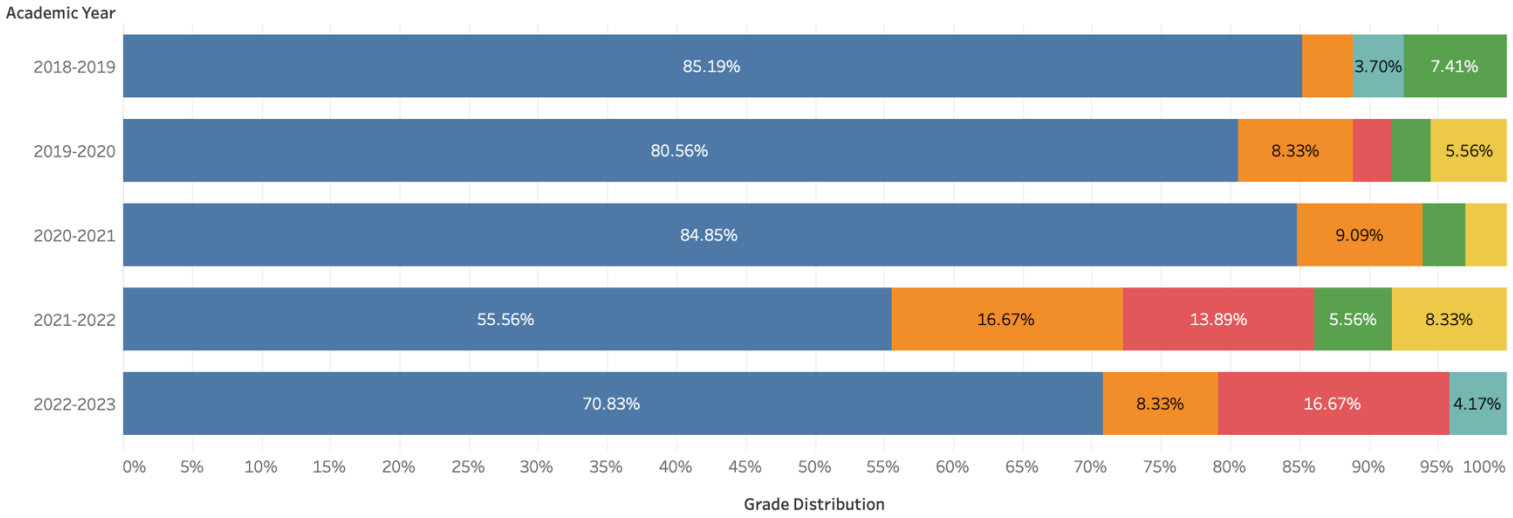
ARTC 1325 Intro to Computer Graphics



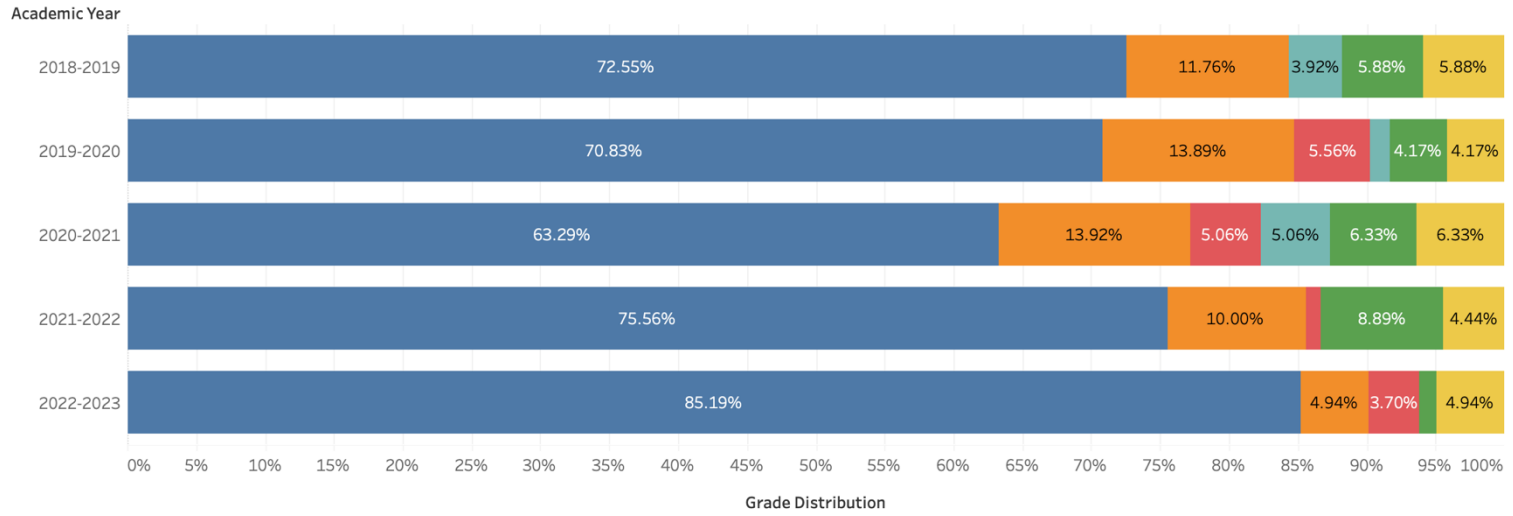
ARTC `1327 Typography



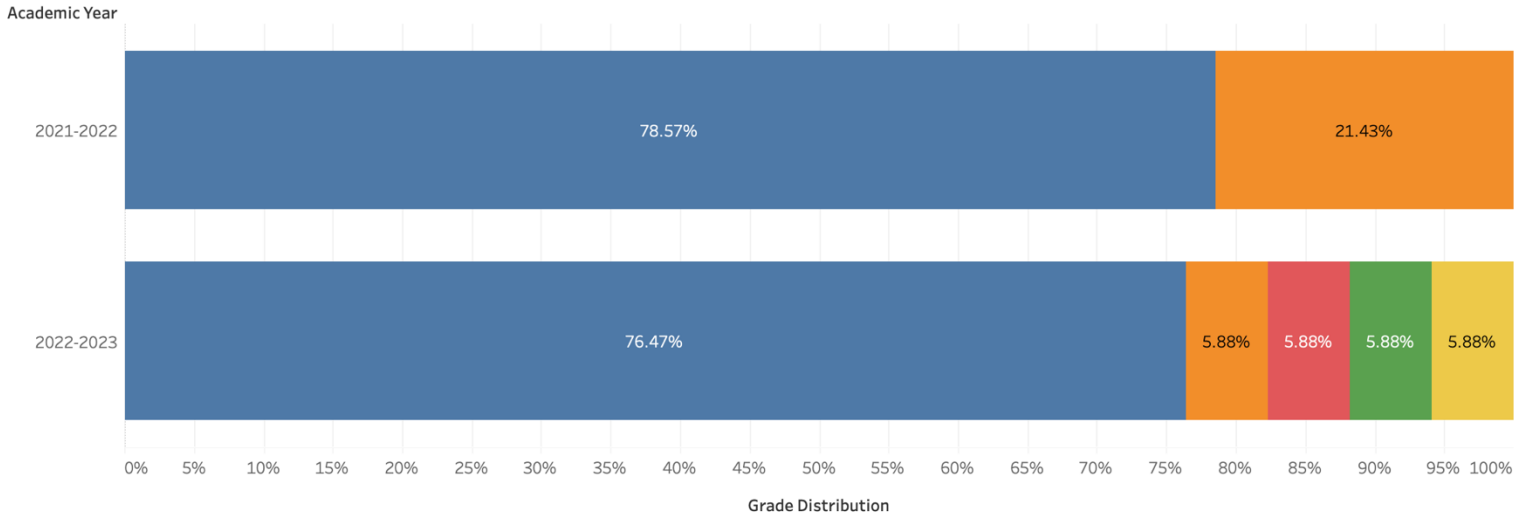
ARTC 1349 Art Direction I



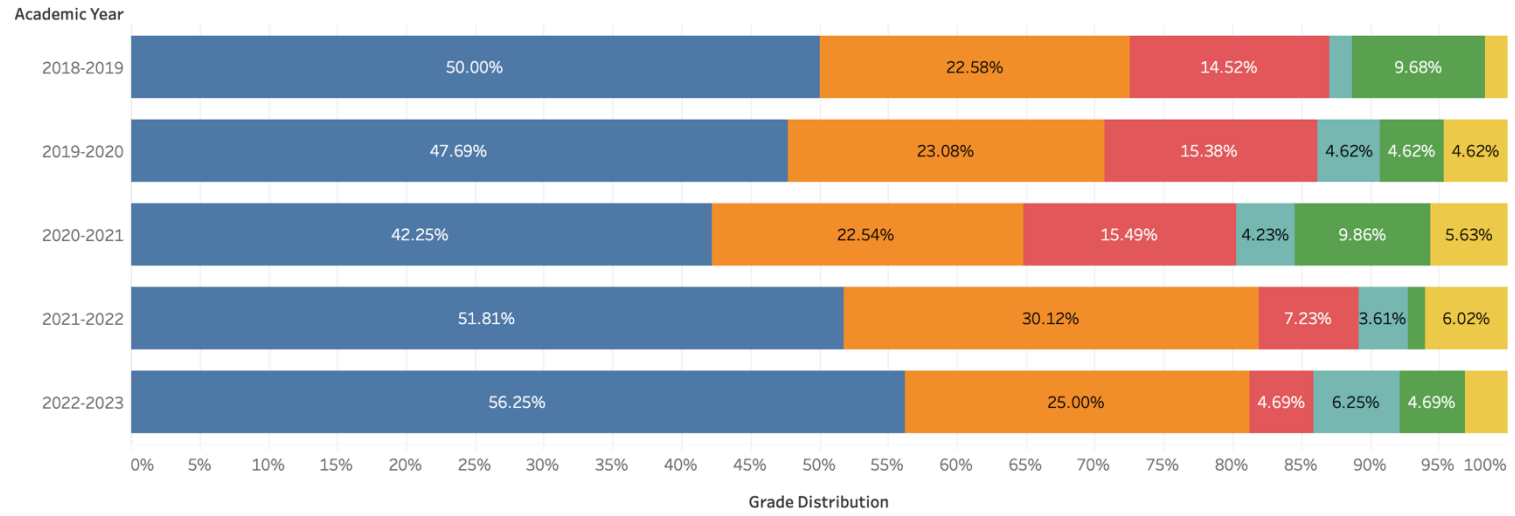
ARTC 1353 Computer Illustration I



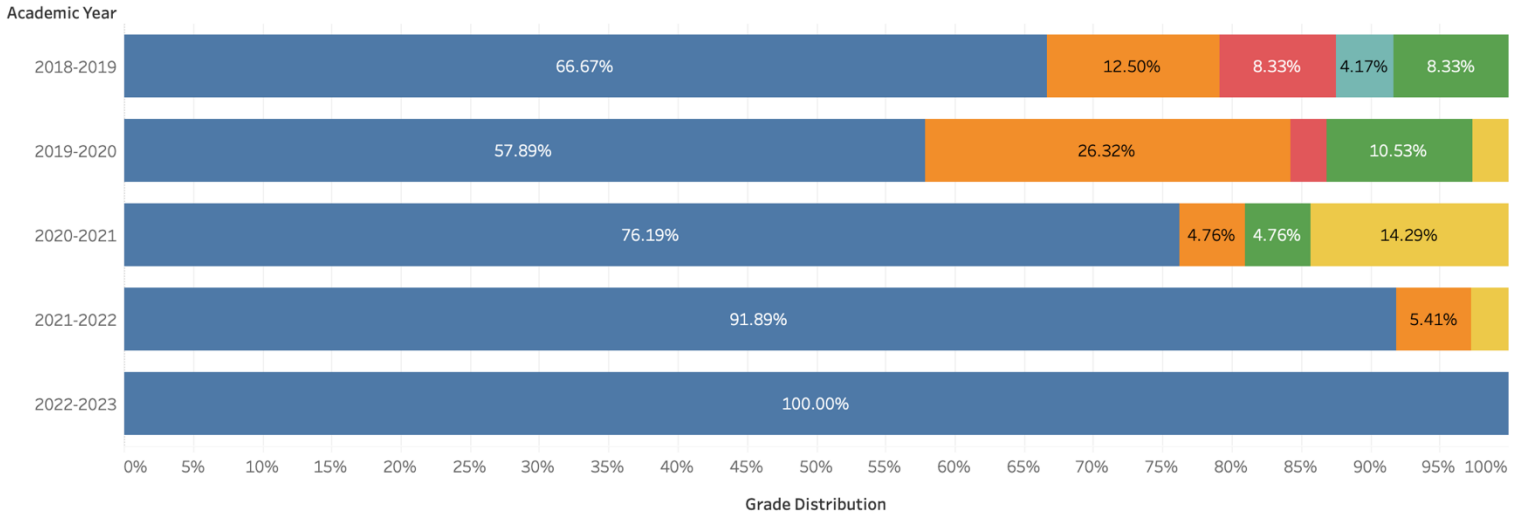
ARTC 1359 Visual Design for New Media



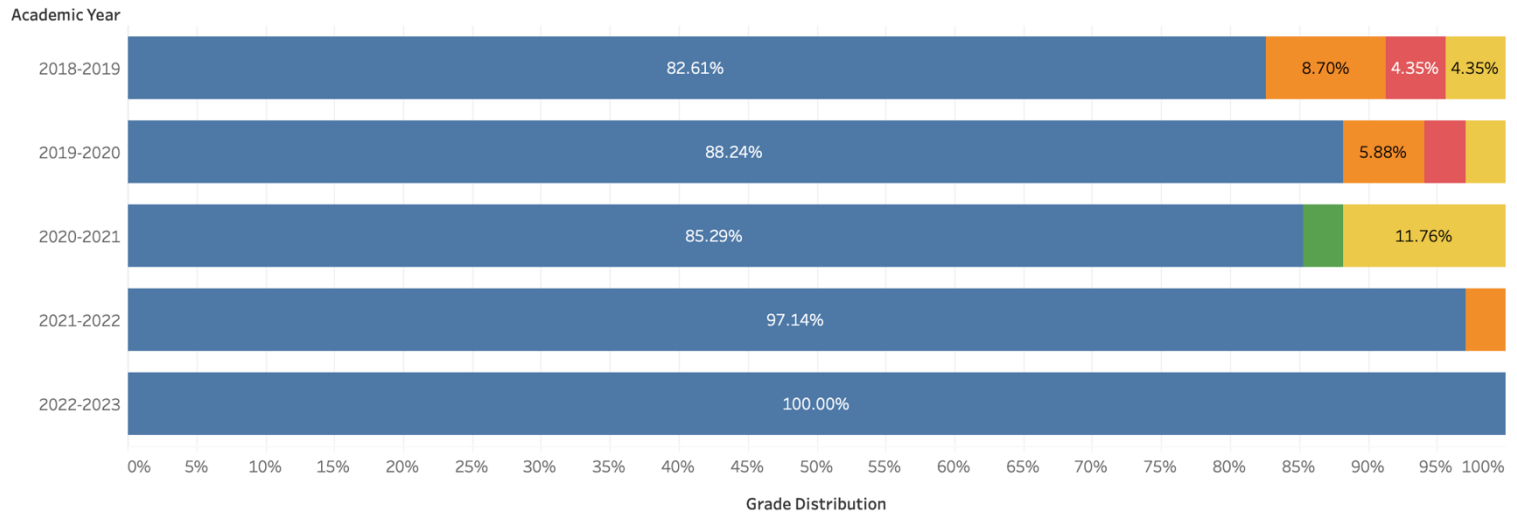
ARTC 2311 History of Communication Graphics



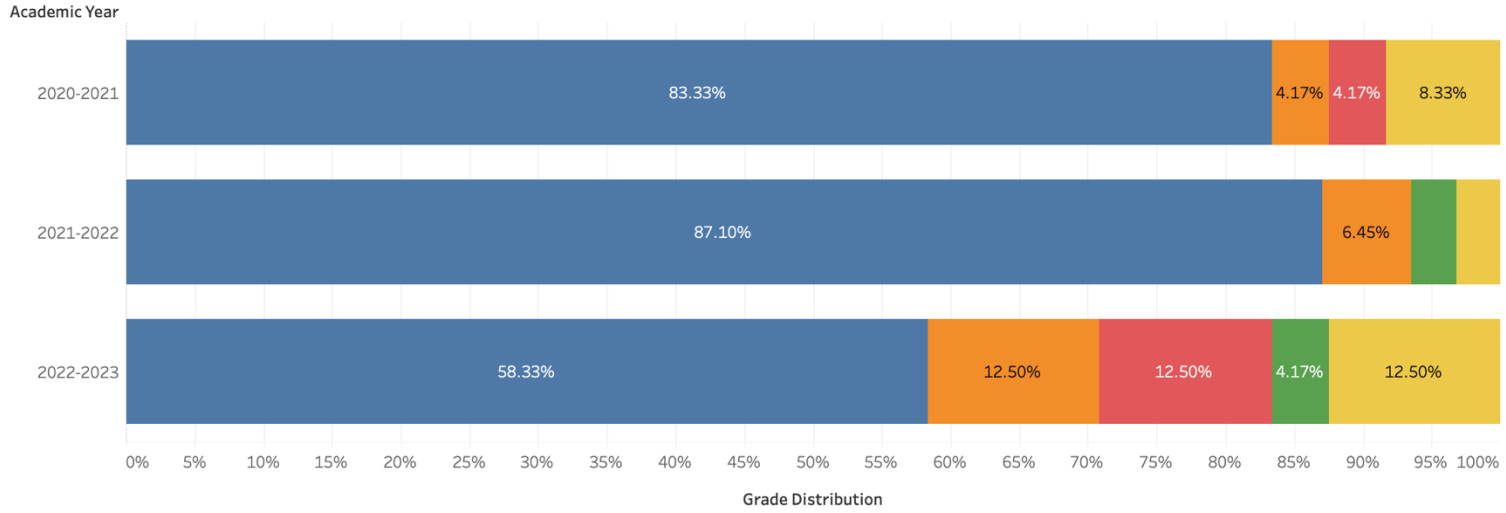
ARTC 2335 Portfolio Development for Graphic Design



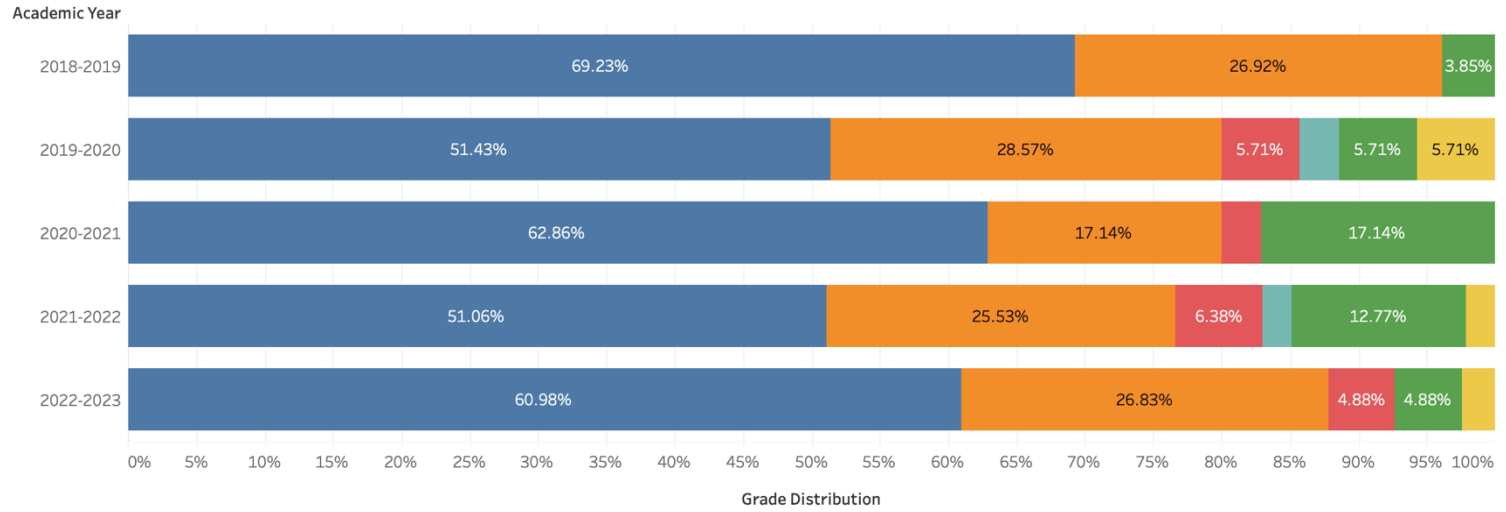
ARTC 2347 Design Communication II



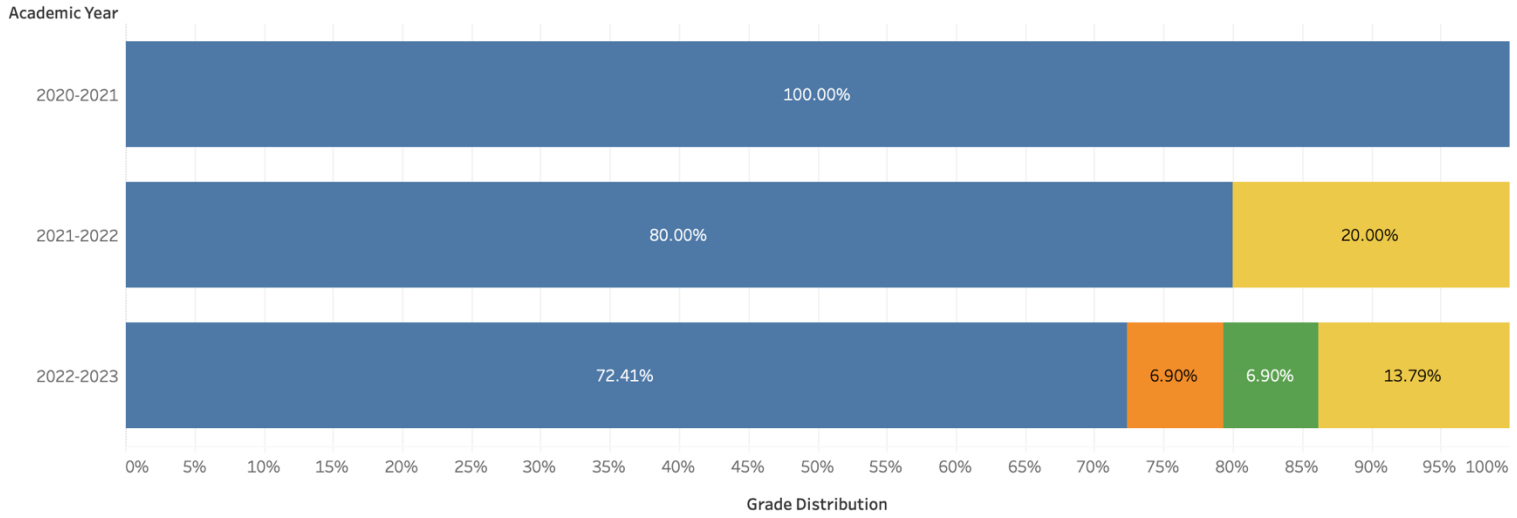
ARTC 2371 User Experience I



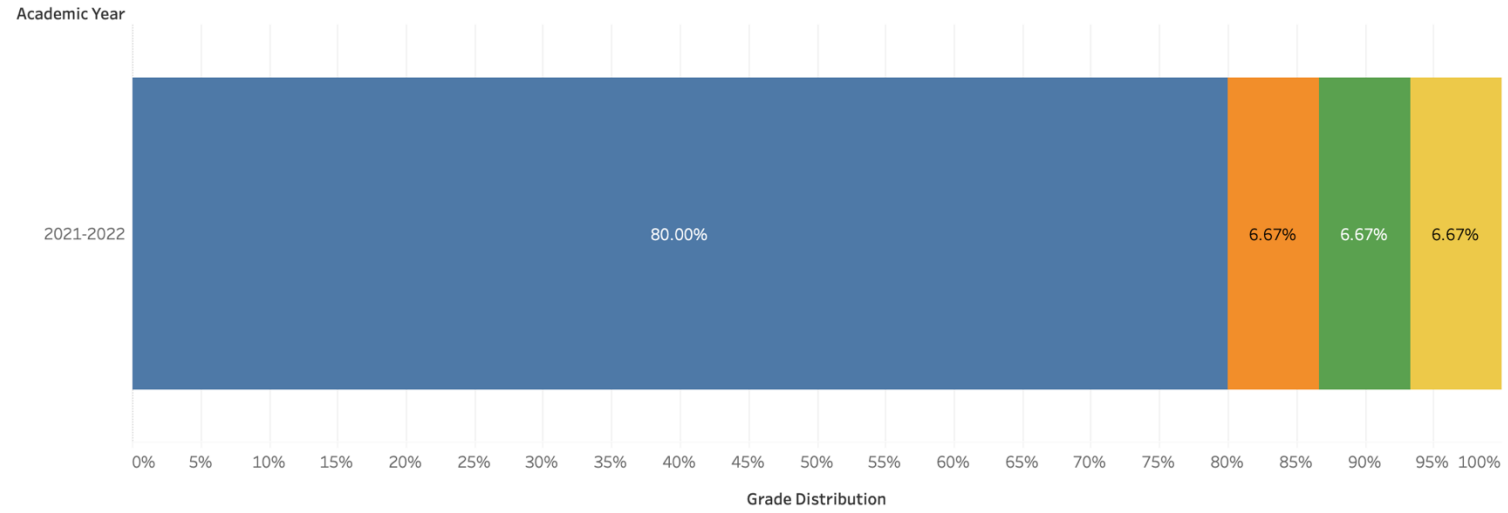
IMED 1316 Web Design I



UXUI 1370 Human Factors & Design Psychology



ARTC 1371 Prototyping & Usability Testing



Success Rates by Course

Orange = Success Rate below 75% / Magenta = Course Shared with Animation & Game Art / Green = Course with Limited Enrollment

	Success Rate by Semester														
Subject and Course Number	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024
ARTC-1302	87%	93%	94%	86%	87%	91%	87%	86%	100%	84%	83%	88%	89%	86%	100%
ARTC-1305	70%	73%	66%	71%	69%	76%	76%	72%	71%	69%	66%	69%	72%	59%	67%
ARTC-1313	83%	77%	—	72%	78%	—	79%	92%	—	96%	100%	—	83%	94%	—
ARTC-1317	100%	80%	—	88%	90%	—	78%	83%	—	75%	93%	—	100%	93%	—
ARTC-1325	82%	67%	70%	67%	70%	57%	75%	74%	84%	78%	74%	90%	73%	65%	70%
ARTC-1327	83%	81%	—	83%	86%	—	83%	81%	—	70%	84%	—	75%	89%	91%
ARTC-1349	94%	89%	—	94%	94%	—	92%	75%	—	92%	100%	—	100%	89%	—
ARTC-1353	93%	88%	—	79%	84%	—	82%	86%	100%	84%	100%	100%	90%	75%	100%
ARTC-1359	—	—	—	—	—	—	100%	100%	—	100%	67%	—	—	85%	—
ARTC-2305	—	80%	—	—	—	—	—	—	—	—	—	—	—	—	—
ARTC-2311	87%	85%	—	75%	91%	—	95%	79%	—	83%	91%	—	93%	85%	—
ARTC-2335	83%	88%	—	80%	82%	—	94%	100%	—	100%	100%	—	100%	100%	—
ARTC-2340	67%		—		67%	—	100%	100%	—	100%	67%	—	67%	100%	—
ARTC-2347	100%	94%	—	81%	89%	—	100%	100%	—	100%	100%	—	100%	100%	—
ARTC-2371	—	—	—	87%	—	100%	89%	94%	100%	93%	70%	—	83%	92%	—
IMED-1316	88%	83%	—	76%	84%	—	85%	79%	—	92%	94%	—	93%	89%	—
IMED-2311	—	—	—	—	—	—	—	—	—	—	—	—	—	100%	—
UXUI-1370	—	—	—	—	100%	—	80%	—	—	76%	83%	—	73%	75%	—
UXUI-1371	—	—	—	—	—	—		87%	—	—	—	—	100%	—	—
Total	**82%**	**77%**	**74%**	**74%**	**78%**	**76%**	**82%**	**80%**	**86%**	**80%**	**80%**	**85%**	**80%**	**77%**	**77%**

VI. EFFECTIVENESS OF PROGRAM COMMUNICATIONS

VI.B.

Program Literature Review Table

(Insert the completed table in PDF immediately after this divider page.)

PROGRAM NAME: Communication Design	**AUTHORING TEAM CONTACT:** Richard LeBlanc
PHONE: 972.881.5114	**E-MAIL:** rleblanc@collin.edu

PROGRAM LITERATURE REVIEW TABLE

Title	Type (Examples: URL, brochure, handout)	Date of Last Review/Update	Status (Mark all that apply.)	Responsible Party
Comm Design Department Workforce "One Sheet"	PDF (also distributed in print on as-needed basis)	Spring 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Collin College Communication/PR Department
Department Web Page	URL	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Collin College Tech Services
Program Information and Awards	Includes 7 URLs	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Collin College Tech Services
Communicaton Design Program Frequently Asked Questions (FAQs)	PDF (also distributed in print on as-needed basis)	Spring 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department

Program Handouts (Marketable Skills One-sheet; Successful Attributes of a Designer; Department Contacts; Program Options Overview)	Individual PDFs (also distributed in print on as-needed basis)	Spring 2023	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Awards Overview	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Graphic Design Track & Certificate Overview	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
User Experience Design Track & Certificate Overview	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Course Outline "Flowcharts" for AAS Graphic Design Track, AAS UX Design Track, and suggested “shared” Graphic Design/UX Tracks	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Course Outline "Flowchart" for AAS Graphic Design Track	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department

Course Outline "Flowchart" for AAS User Experience Design Track	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Course Outline "Flowchart" for AAS “Shared” (GD + UX) Design Tracks	PDF (also distributed in print on as-needed basis)	Fall 2024	☒ Current ☒ Accurate ☒ Relevant ☒ Available	Communication Design Department
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	☐ Current ☐ Accurate ☐ Relevant ☐ Available	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	☐ Current ☐ Accurate ☐ Relevant ☐ Available	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	☐ Current ☐ Accurate ☐ Relevant ☐ Available	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	☐ Current ☐ Accurate ☐ Relevant ☐ Available	Click or tap here to enter text.

VII. Effectiveness of Program Stakeholder Resources and Partnerships

VII.

Program Stakeholder Resources and Partnerships Table

(Insert the completed table in PDF immediately after this divider page.)

PROGRAM NAME: Communication Design	**AUTHORING TEAM CONTACT:** Richard LeBlanc
PHONE: 972,881.5114	**E-MAIL:** rleblanc@collin.edu

PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS TABLE

Stakeholder	Type of Relationship	Formal Agreement Duration, If Any	How Is It Valuable to the Program?
Dual Credit/P-12 Partnerships Office, Collin College	The Dual Credit/P-12 Partnerships Office fosters strong relationships with high schools by developing articulation and dual-credit opportunities. They ensure that course-level student learning outcomes align with college standards and maintain high academic rigor. The office also collaborates to address faculty credentialing requirements, supporting a seamless transition for students into college-level programs.	N/A	The Dual Credit/P-12 Partnerships Office strengthens the program by expanding access to high-quality educational opportunities for high school students. By maintaining rigorous standards and addressing faculty credentialing, they ensure dual-credit courses provide a consistent foundation for college success. Their efforts support student preparedness, increase enrollment pathways, and reinforce the program's reputation for academic excellence.
Collin College Workforce Program Coaches	Collin's Workforce Program Coaches play a crucial role in supporting students by providing academic and career guidance. Their responsibilities include degree planning, tracking academic progress, advising on course substitutions, and assisting with	N/A	Workforce Program Coaches play a vital role in connecting students with the resources they need to succeed academically and personally. They serve as a bridge to critical services such as the ACCESS office for accommodations, counseling, tutoring,

	permits and token requests. They also address attendance concerns, classroom challenges, and other student issues, working closely with faculty, discipline leads, and campus administrators. Additionally, they connect students with essential resources like tutoring, scholarships, counseling, and Co-op or internship opportunities. Coaches may also offer in-class presentations to inform students about workforce programs, career pathways, and college resources.		scholarships, and similar support services, ensuring students can fully engage with their education. comprehensive support system fosters a positive learning environment, increases student retention, and equips students with the tools to thrive both in the classroom and beyond.
Campus Technology Dept., Collin College	The Campus Technology Department ensures that all software in computer labs is kept up-to-date and promptly addresses any technical issues, minimizing disruptions in the learning environment. They also source, install, and maintain equipment critical to the program's success and oversee third-party vendors for equipment not directly sourced by the college, ensuring consistent quality and functionality.	N/A	The Campus Technology Department plays a vital role in supporting the program by maintaining a modern and reliable technological infrastructure. By keeping software current, sourcing and maintaining equipment, and managing third-party vendors, they ensure students and faculty have access to industry-standard tools and resources. This proactive support enhances the program's efficiency, minimizes downtime, and equips students with hands-on experience using industry-standard technology, better preparing them for professional success.
NovaTech	NovaTech is the third-party vendor responsible for providing and maintaining the department's printers, including tabletop color laser printers and freestanding copier printers. They ensure that	N/A	NovaTech supports the program by ensuring that essential printing equipment is operational and well-maintained. Reliable access to high-quality printing enables students to produce professional-grade materials for their coursework and

	these devices function reliably and address any maintenance or repair needs as they arise.		portfolios. By managing maintenance and repairs, NovaTech minimizes downtime and ensures the program can maintain a high level of productivity.
Technology, Exploration & Career Center EAST, Lewisville ISD	The department's participation in the Graphic Design Advisory Committee for Lewisville ISD's Technology, Exploration & Career Center EAST creates a direct connection between Collin College and students in the TECC program. By joining industry discussion panels, the department engages with students and their parents, offering insights into careers in communication design and fostering greater awareness of Collin College's opportunities.	N/A	Participation in the Lewisville TECC EAST Advisory Committee strengthens the department's outreach efforts by building relationships with future students and their families. This collaboration enhances recruitment efforts and establishes a pipeline of informed and motivated students entering the Communication Design program. The partnership also supports a shared commitment to high-quality education and career readiness within the field of graphic design.
SkillsUSA	Since AY23, the Communication Design Department has actively participated in SkillsUSA, a national organization dedicated to cultivating career-ready professionals. Through competitive events and leadership opportunities, students have gained a platform to demonstrate their talents and expand their professional capabilities.	N/A	Participation in SkillsUSA enhances the program's visibility and reputation by showcasing student achievements on a broader stage. It provides valuable experiential learning opportunities, boosts student confidence, and fosters a sense of community pride, ultimately strengthening the department's connection to both local and national professional networks.

Vari, Baylor Scott & White Health, Bioworld Merchandising, Edge Imports, Lennar, Stellus Rx, TPN Retail, Belmont Icehouse, The Integer Group	These companies are representative of our standing Communication Design Advisory Committee. The entire board reviews representative portfolios annually, and select members additionally attend in-person interviews regularly in reviewing student work in the program's capstone course ARTC 2335 Portfolio Development for Graphic Design. Additionally, these members often act as "direct pipelines" to employment opportunities within their companies. In the past 5 years, 2 of the program's graduates have been recruited directly to fill positions at Vari.	N/A	The information gained directly impacts both student and faculty's understanding of the industry. Students are able to use this information to bolster their education and direct their employment goals. The insight gained via the review directly shaped the students' portfolios. It gave them an opportunity to gain industry insight into their work to better prepare them for entrance into the industry. The job opportunities afforded directly to our students from companies like Vari give students an advantage in job placement within the industry.
The Home Depot, JPMorgan Chase, First Command Financial Services, Inc., Stellus Rx, Alkami Technology, geniant	These companies are representative of our newly formed User Experience Exploratory Committee. The intention is to engage our UX Committee members similarly to our standing Communication Design Advisory Committee.	N/A	It is planned to have committee members regularly review student portfolios, giving students an opportunity to refine their portfolios with insights directly relevant to current UX standards. Additionally, we hope that our connections to these companies will provide for our User Experience Students the same sort of job lead opportunities that we have seen for our Graphic Design students.

VIII. PROFESSIONAL DEVELOPMENT

VIII.

Employee Resources Table

(Insert the completed table in PDF immediately after this divider page.)

ADDENDUM: FACULTY PROFESSIONAL DEVELOPMENT 5-YEAR RECAP

Several key professional development opportunities significantly enhance the value of our program:

- **Industry Immersion.** All adjunct faculty are employed full-time in the industry, and full-time faculty typically work on several industry projects each semester. This direct, real-world experience provides invaluable insights, keeps their knowledge and skills highly relevant, and directly enhances their teaching effectiveness by bringing current industry practices and challenges into the classroom.
- **Keeping Current with Industry Standards and Technologies.** This is crucial for ensuring our curriculum remains relevant and prepares students for the current job market. Opportunities like attending industry conferences, workshops on new technologies, and certifications in relevant software or tools allow faculty to integrate the latest advancements into their teaching.
- **Expanding Knowledge on Specialized Topics.** Deepening expertise in specific areas allows faculty to offer more specialized and in-depth knowledge in our courses, enriching the learning experience for students with targeted interests.
- **Enhancing Teaching Methods and Curriculum Development.** Professional development focused on pedagogy, instructional design, and assessment techniques enables faculty to create more engaging and effective learning environments.
- **Professional Networking and Community Engagement.** Connecting with professionals in the field, attending conferences, and participating in industry events provides valuable networking opportunities.
- **Continual Professional Growth and Adaptation.** The ability to adapt to changes in the field and embrace new approaches is essential for long-term success. Opportunities for continuous learning, such as online courses, webinars, and peer observation, foster a culture of growth and improvement.
- **Contributing to a Broad Educational Foundation.** Professional development that broadens perspectives beyond specific disciplines contributes to a richer educational experience for both faculty and students. This can include interdisciplinary workshops, seminars on global issues, or engagement with the broader academic community.

Key for Relevance to Program (noted on each item)

1) Keeping Current with Industry Standards and Technologies
2) Expanding Knowledge on Specialized Topics
3) Enhancing Teaching Methods and Curriculum Development
4) Professional Networking and Community Engagement
5) Continual Professional Growth and Adaptation
6) Contributing to a Broad Educational Foundation

Erin Clark

Full-time Professor

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1313 - Digital Publishing I, ARTC 1325 - Introduction to Computer Graphics, ARTC 1359 - Visual Design for New Media, IMED 1316 - Web Design I

Awards/Certifications/Self-guided Study: Webflow Developer Certification[1,5], Member of Figma UX Book Club[5,6], Coursera: Completed Google's UX High Fidelity Prototype course[1,2,3,5], Coursera: Completed Meta's UI/UX Fundamentals[1,2,3,5], LinkedIn Learning: Completed 22 courses relating to UI Design, CSS, Accessibility, Cybersecurity, Increasing Student Engagement and Graphic Design History[1,2,3,5]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Augmented Reality Roundtable with PaperSpecs[4,6]; AIGA Design Educators Luncheon; Fold Factory/PaperSpecs Roundtable Part 1: How to Maximize Your Impact on Any Budget & Part 2: Fold Factory/PaperSpecs Roundtable[1,6]; The Folding Fanatic's Secret Stash, PaperSpecs Printing and Paper Trends Round Table[1,6]

Industry-related Presentations/Workshops Attended: PaperSpecs Deep Dive: Behind the Scenes – The Look Book - to keep on top of printing, design and substrate trends and technologies.[1], Industry Webinar: New Digital Printing technologies - to keep on top of printing, design and new digital technologies.[1], Xerox webinar on Extended Gamut - to keep on top of printing with extended gamut, a continually evolving technology in my industry.[1], Adobe max conference sessions - to keep on top of the latest software developments in the software I teach, specifically XD, Illustrator, Photoshop and InDesign.[1], Augmented Reality Roundtable with PaperSpecs - to learn about implementing this new technology in print and web design.[2], AIGA Fireside Chat: Bennie F. Johnson and Art Taylor[4], "Rare Breed: A Guide to Success for the Defiant, Dangerous, and Different" Branding Roundtable online - to keep on top of branding design trends, techniques and technologies.[1], Virtual Seminar: Crossing Boundaries, Alternative, extended and transdisciplinary graphic design education and research /AIGA Design Educators[3], AIGA Design Educators Luncheon Online[4], Fold Factory/PaperSpecs Roundtable part 1: How to Maximize Your Impact on Any Budget[4], Professional Roundtable: part 2: Fold Factory/PaperSpecs Roundtable: [Deep Dive] The Folding Fanatic's Secret Stash[4], Paper Specs Design Conference - to keep on top of printing, design and substrate trends and technologies.[1], An Accidental Journey with Debbie Millman, host of Design Matters - to learn from a pro about her experiences in Design Agency management.[3], Axe-Con Accessibility Virtual Conference - to keep on top of web accessibility standards as they change and become more complex over time.[1], Adobe Experience Lab Masterclass, XD Next Level Presentations - to keep on top of a new feature in Adobe XD that my students can use.[1], PaperSpecs Printing and Paper Trends Round Table[4], Midcourse correction for the web with Sir Tim Berners-Lee at SMU - to gather fascinating web trends to bring back to my students.[1], Paper Specs Deep Dive Seminar: Supercharge Your Work With Digital's Fifth Color - to keep on top of extended gamut printing techniques and technologies.[1], UX Masterclass with Adobe - to see how someone else teaches and approaches more advanced aspects of XD.[3], Linkedin Learning Class on Blockchain Development - to keep up with new technologies my students frequently ask about.[1], PaperSpecs Live: Printing Technique/Substrate Masterclass[4], UnConference: The Anatomy of a Design System[2], Center for Teaching & Learning seminar: Marginally Advanced Powerpoint for Teachers[3], The Grading Conference - Higher Ed STEM focus[3], Adobe User Experience Masterclass[3], Paper Specs Deep Dive: QR Codes – The Next Generation[1], Webinar Adding Interactivity & Surprise to Your Designs[2], Adobe Educators Conference[3], Fall Faculty Development Conference, including the session: "Developing an OER Course."[3], Specific Disability Best Practice ACCESS Seminar[3], Paper Specs Deep Dive – Going Big: Wide Format Printing 101[1], Adobe Max Conference[1], Art Center College of Design Speaker Series. Space: Design on and off the page with Cody Clark[6], Paperspecs Deep Dive: Overcoming Common Design Challenges[2], Paper Specs Unboxed Insights and trends Round Table[1], Printing Technique/Substrate Masterclass[4], The Hottest Print Design Trends of 2023[1], AIGA AI Roundtable[2], Ethics of Artificial Intelligence in

the Design Classroom with the American Institute of Graphic Arts[2], Axe-Con Digital Accessibility Conference[1], Artificial Intelligence - creative tool or existential threat?[2], Midcourse correction for the web: Sir Tim Berners-Lee, Dallas, TX[1], 'In Session' talk, AI — creative tool or existential threat?[2], Config Figma conference[4], Collin Faculty Development Seminar: AI and ChatGPT: Exploring implications and concerns for teaching, learning, and assessment.[5], The future is now: a panel discussion on AI at Collin[6], Civilian Response to Active Shooter Events[6], PaperSpecs event branding challenge talk with Matteo Bologna of Mucca.[4], Deep Dive – Pop-Up Magic: Surprising Clients With Dimensional Design workshop[2], Teaching with Figma: Prototyping and Presenting with Video in Figma (In-depth)[3], Deep Dive: Cold Foil[2], Figma for Education Monthly Workshop[4], CONVERGE AI conference, (AI's top leaders are primed and ready to share their wisdom, tips, and tricks on how to own the intersection of AI and human intelligence)[2], PaperSpecs: the Future of Print and Paper[1], Paper Specs Deep Dive – How to Entice & Enchant With Embellishments[2], Building Trust Through UX Design by Tetiana Gulei on LinkedIn Learning[5], Accessibility and Inclusion with Figma by Tom Greene on LinkedIn Learning[3], PaperSpecs Virtual Design Seminar. "Hottest design trends of 2024" with Sabine Lenz[1], "The world of Smythe Binding" workshop[4], Masterclass "Mastering AutoLayout"[3], Figma for Education workshop[4], Webinar: Fuel Your Passion for Print Design at PaperSpecs[4], Deep Dive Workshop – The Science of Seduction: Creating Designs that Sell[6], Framework by Figma, a virtual Design System event[4], PaperSpecs Deep Dive with Marc Friedland, Designer for the Oscar's[6], Figma for Education monthly seminar[4], PaperSpecs Letterpress Conference featuring artist Fabien Barral[6], AIGA Seminar "Intersectionality of Design and Accessibility"[4], Config Figma Annual Conference[4], "Deep Dive – Giant-Size 'Wow': Large Format Beyond CMYK"[1], Faculty Development Conference: attended How the Brain Learns; Pregnant and Parenting Students and Empowering Faculty[3], Figma Workshop for Educators[4], Webflow Developer Certification[5], SkillsUSA National Advisor Training[4], Creating Student-Led Chapters seminar with SkillsUSA National[4], SkillsUSA Professional Member Training[4], Figma for Education Monthly Workshop[4], Adobe Max[4], Webflow National Conference[4].

Organizations/Clubs/Groups Membership: AIGA National and Texas for Designers[4,6], AIGA Design Educators[4,6], Adobe Design Educators [4,6], Figma Educators [4,6], PaperSpecs International Group for Professional Print Designers [4,6]

Ashleigh Cue

Full-time Professor

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1325 - Introduction to Computer Graphics, ARTC 1327 - Typography

Awards/Certifications/Self-guided Study: Generative AI Skills for Creative Content: Opportunities, Issues, and Ethics[1235], Rebranded and designed a logo, WordPress website, and graphics for C3 Approach[123], LinkedIn Learning - Typography: Working with Grids[1235], Finding Your Voice: How to Choose the Right Typeface. Webinar by Monotype[1235], Designed and printed wedding invitations for client[123], Designed logo for Cuetly Made[123], The science behind the emotional impact of type. Webinar by Monotype[1235], Type Electives Lecture Series: Logotypes, Layouts & Letterforms with Lyam Bewry (Virtual)[1235], HyperTalks live stream sponsored by Future Fonts[1235], LinkedIn Learning - Layout and Composition: Advanced Principles[1235]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: iWork, Graphic Design Presentation, 2023[1235], Youth Career Exploration, Communication Design, 2024[1235]

Industry-related Presentations/Workshops Attended: Adobe Max 24 (Virtual)[1235], Typographics 2024 TypeLab by The Cooper Union[1235], Adobe Max 23 (Virtual)[1235], Adobe Max 22 (Virtual)[1235], Adobe Max 21 (Virtual)[1235], Adobe Max 20 (Virtual)[1235]

Organizations/Clubs/Groups Membership: Dallas Society of Visual Communications[46], American Institute of Graphic Arts[46]

Rusty Haggard

Full-time Professor

Classes Taught: ARTC 1302 - Digital Imaging I, ARTC 1305 - Basic Graphic Design, ARTC 1317 - Design Communication I, ARTC 1353 - Computer Illustration I, ARTC 2335 - Portfolio Development for Graphic Design, ARTC 2347 - Design Communication II

Awards/Certifications/Self-guided Study: Adobe Education Exchange[1235], Beta Tester for Adobe FireFly[1235], Beta Tester for Adobe Photoshop[1235], Beta Tester for Adobe Illustrator[1235], Adobe Express[1235], Adobe Premiere and Premiere Express[1235]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: AIGA DFW Design Educators Luncheon (Virtual)[1234], TCCTA, Texas Community College Teachers Association Adobe Round Table (In Person)[1234], Adobe Max 2021, 2022, 2023, 2024 (Virtual)[1235], Master Class on Advertising and Creativity. Jeff Goodby & Rich Silverstein of Goodby, Silverstein & Partners (Online)[123], Brand Builders Summit. Become a Better Brand Builder (Virtual)[123], Design Camp. From surviving to thriving. 3 Day Webinar (Virtual)[1235]

Organizations/Clubs/Groups Membership: Dallas Society of Visual Communication (since 2019)[46]

Richard LeBlanc

Discipline Lead, Full-time Professor

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1313 - Digital Publishing I, ARTC 1317 - Design Communication I, ARTC 1325 - Introduction to Computer Graphics, ARTC 1327 - Typography, ARTC 1349 - Art Direction I, ARTC 2311 - History of Communication Graphic, ARTC 2335 - Portfolio Development for Graphic Design, UIUX 1371 - Prototyping and Usability Testing I

Awards/Certifications/Self-guided Study: Certificate: Instructional Design Foundations and Applications (University of Illinois Urbana-Champaign)[1235], Certificate: User Experience Research and Design Specialization (University of Michigan)[1235], Certificate: Gamification (University of Pennsylvania)[1235], Self-published articles: "A Working Taxonomy for the Elements of Behavioral Design"[1235]; "Generative A.I. User Types by Goal/Type of Output"[1235]; "A.I. is already training us!"[1235]; "The Prompt Engineering Pyramid"[1235]; "The 7 Laws of Prompt Engineering"[1235]; "7 Principles for Interaction Design"[1235]; "The 1,2,3 of (circle, square, triangle) as a Design Process and Pedagogy"[1235], Ebook: "A Guide to Typographic Characters"[1235], Books: Shikake: The Japanese Art of Shaping Behavior Through Design (Matsumura)[236], Van Doesburg & the International Avante-Garde: Constructing a New World (Fabre)[236], Symbolist Art (Lucie-Smith)[236], The Russian Experiment in Art, 1863-1922 (Gray)[236]

Industry-related Presentations/Workshops Attended: Adobe Max[1235], AIGA Design Educators Community Virtual Summit[12346], Dallas Service Design Roundtable – "Black Swan Events: Service Design to Prepare for the Future"[1234].

Organizations/Clubs/Groups Membership: Service Design Dallas (Service Design Network)[46], DFW Data Visualization[46], Dallas User Experience Group (Dallas chapter of UXPA International)[46]

Amelia Isbell Leicht

Full-time Professor

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1359 - Visual Design for New Media, ARTC 2371 – User Experience 1

Awards/Certifications/Self-guided Study: MFA Graphic Design and Visual Experience (SCAD, 2023)[6], Design Systems Blueprint: Comprehensive Strategies for Success (IDxF Masterclass)[1235], Behavioral Design 101: How to Design for Behavior Change (IDxF Masterclass)[1235], How the Elevate the User Experience of AI with Design Patterns (IDxF Masterclass)[1235], How to Elevate your UI Design with Fonts (IDxF Masterclass)[1235], Accessible and Inclusive Design Patterns (IDxF Masterclass)[1235], IRB Training Course (Canvas - Internal Research Board training course)[135], "Inclusive Demographic Questions"[235], "Deception in Human Research"[235], "5 Types of Research Design"[235], "Where's the Wheat?"[235], *Visual Communication Design*, Meredith Davis and Jamer Hunt[2356], Masterclass (Webinar): Applied Design Thinking: A Recipe for Busy People (IDxF)[1235], Webinar: Neuroinclusive Design (Pantone)[1235], Webinar: Figma for Educators: Layout Grids in Figma[1235], Adobe MAX online sessions including Upskilling for Today's Job Market with Digital Credentials, Tips and Tricks to Increase a Photograph's Impact, Creativity Super Session: Human-Centered AI Strategies for Creative Leaders, and Creativity Super Session: Graphic Design[1235], Section 504, Title 2 Training[135], UXDI: Professional Diploma in User Experience Design[1235], Design Tokens: Powering Your Design System (IDxF Masterclass)[1235], Pearson Ed Tech Symposium: Empowering Educators with AI (Pearson)[12345].

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Lewisville ISD Graphic Design Advisory Board Panel, Interview Given: CanvasRebel magazine/website (Ashley Ortega, Editorial Board)[4]

Industry-related Presentations/Workshops Attended: AIGA Design Leadership and Advocacy Conference 2023[12346], AdobeMAX 2020, 2021, 2022, 2023, 2024 (Virtual)[1235], Config 2022, 2023, 2024 (Virtual)[12345], Collin College Faculty Development Conference 2024[12345]

Organizations/Clubs/Groups Membership: American Institute of Graphic Artists[46], User Experience Professionals Association[46], Interaction Design Foundation[46], Figma Educators[46], Adobe Educators[46], North Texas Performing Arts Frisco Management Board[46]

Melanie Riley

Full-time Professor

Classes Taught: ARTC 1305 - Basic Graphic Design; ARTC 1317 - Design Communication I; ARTC 1327 - Typography; ARTC 1325 - Introduction to Computer Graphics

Industry-related Presentations/Workshops Attended: CTL "AI in the Classroom Series" webinar, The Ethics of AI: Teaching Students about Appropriate Use[1235], Spring 2024 Faculty Development Conference[1235], Point Incentivized - Flipped Classroom[1235], Getting Organized - Mapping Course Curriculum to Enhance Teaching and Assessment[1235], New Curriculum? No Problem! A New Pathway for Training Faculty District wide[1235], How Can Students Learn to Ask Productive Questions?[1235], Fall Faculty Development Conference[1235], How the Brain Learns: Practical Strategies Students and Faculty Can Use[1235], Pregnant and Parenthood Students: Complying with State and Federal Law[1235], Unlocking ACCESS: A Guide to Collin College's Accessibility Services[1235]

Organizations/Clubs/Groups Membership: American Institute of Graphic Arts 2023-2024[46], Collin College, Advisory Board Member, 2017 - 2023[46]

Tara Berg

Part-time Professor, Graphic Designer

Classes Taught: ARTC 1325 - Introduction to Computer Graphics

Awards/Certifications/Self-guided Study: BFA, Graphic Design 2020[6], Shopify web development[1235]

Chelsea Bass

Part-time Professor

Classes Taught: ARTC 1302 - Digital Imaging I, ARTC 1305 - Basic Graphic Design, ARTC 1327 - Typography

Awards/Certifications/Self-guided Study: Digital Imaging ARTS 342, Undergrad, Course Author, Liberty University Course (2021)[1235], Digital Imaging ARTS 542, Graduate, Course Author, Liberty University (2022)[1235], User-Centric Design GRA 362, Undergrad, Contributed to curriculum development, Southern New Hampshire University (2023)[123], Fundamentals of Design for Social Innovation, Graduate, Course author, Liberty University (2023)[1235], "Start the UX Design Process" Coursera (2022)[1235], "User Experience Design" Coursera (2022)[1235], "Foundations of User Experience (UX) Design" Coursera (2023)[1235], "Introduction to UX Principles and Processes" Coursera (2023)[1235], "Principles of UX/UI Design" Coursera (2023)[1235], "Visual Elements of User Interface Design" Coursera (2023)[1235]

Industry-related Presentations/Workshops Attended: Adobe MAX Creativity Conference, Attended virtually[1235], Women in Retail Leadership Conference, Attended in person[12345], Motion's Creative Strategy Summit, Attended virtually[1235]

Organizations/Clubs/Groups Membership: Women in Retail Leadership Circle (2021 -2023)[46]

Hector Cavazos

Part-time Professor, Tenet Healthcare - Senior Graphic Designer

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1313 - Digital Publishing I, ARTC 1325 - Introduction to Computer Graphics

Awards/Certifications/Self-guided Study: LinkedIn Learning[1235]

Industry-related Presentations/Workshops Attended: Adobe Max[1235], Creative Pro Week[1235], Circles Conference[1235]

Organizations/Clubs/Groups Membership: AIGA Dallas[46], Creative Pro Network[46]

Brian Delaney

Part-time Professor, Innovation First - Design Director (VEX Robotics)

Classes Taught: ARTC 1305 - Basic Graphic Design

Awards/Certifications/Self-guided Study: Visual Identity Branding: from Discovery to Logo and Design Language. Taught by Hoodzpah Design[1235], Wrote, illustrated, designed, and self-published my first book of fiction[12356]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Girl Powered Event, Dallas, TX[12345], The Role of Designers within Engineering Teams[1235]

Industry-related Presentations/Workshops Attended: Kernference 2024[12345]

Organizations/Clubs/Groups Membership: DSVC (Dallas Society of Visual Communicators) event participation[46], DSVC (Dallas Society of Visual Communicators) student portfolio review[46], AIGA (The American Institute of Graphic Artists) event participation[46], IDSA (Industrial Design Society of America) attended workshop[46], IDSA (Industrial Design Society of America) event student Q/A[46]

Conley “Trey” Dunlap

Part-time Professor, FlightSafety International - Senior Immersive Technology Specialist

Classes Taught: ARTC 1302 - Digital Imaging, ARTC 1353 - Computer Illustration I, ARTC 1359 - Visual Design for New Media

Awards/Certifications/Self-guided Study: SCRUM Master I (Certification)[1235], Going the Extra Mile “Gem” (Award)[123], FlightSafety Corporate Leadership Mentorship Program (Certification)[1235], 2021 AIN Top Flight Award Winner[1235] (My team and I designed, coded, and developed the “Virtual Engine Trainer”), Adobe FireFly (Software)[1235], Adobe Portfolio (Software)[1235], Blender (Software)[1235], Unity Game Engine Software (Software)[1235], Azure DevOps (Software)[1235], ClickUp (Software)[1235], Smartsheets (Software)[1235], Adobe Substance 3D Painter (Software)[1235], Figma (Software)[1235]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Collin College 4 Kids Summer Camp (Hosted a workshop on Adobe After Effects and the Alien Invasion)[1235]

Industry-related Presentations/Workshops Attended: Adobe MAX[1235]

Organizations/Clubs/Groups Membership: Dallas College Program Advisory Committee[46], FlightSafety International Subject Matter Expert Working Group[46], FlightSafety International Courseware Awards Committee[46]

Sandra Gilmore

Part-time Professor, Graphics Manager

Classes Taught: ARTC 1302 - Digital Imaging I

Awards/Certifications/Self-guided Study: Bachelor of Arts in Multimedia Authoring in Communications[6], Minor in Speech Communications[6], Adobe Creative Educator[6], Visual Design Certification using Adobe Photoshop[1235], Quality Matters Applying the QM Rubric Certification[1235], Awarded a Proclamation from the Mayor of Frisco for a design collaboration project with the City of Frisco Environmental Services Dept.[46], City of Frisco Environmental Services Activity and Coloring book for 2023 & 2024[1235], Adobe Creative Educator Level 1[1235], Adobe Creative Educator Level 2[1235], Teaching with Canvas @ Collin College[1235], Learned Figma[1235], Learned Adobe After Effects[1235]

Industry-related Presentations/Workshops Attended: Leadership Cohort 2024 - 5 Practices of an Exemplary Leader - by Peopleworks[1235], AIGA Design Conference 2023[12345]

Isi Gonzalez

Part-time Professor, Signet Jewelers - Photo Retoucher

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1325 - Introduction to Computer Graphics

Awards/Certifications/Self-guided Study: Dallas Mavericks Marketing Assets[1235], Signet Marketing Photography (Brands: Kay Jewelers, Jared's, Zales, Peoples)[1235], Thesis extension - Color perception in diverse cultures[1235], Figma[1235], Print production[1235], Project Management[1235]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Letterpress printing[1235], Branding[1235], How to never run out of ideas[1235]

Industry-related Presentations/Workshops Attended: Typography and Calligraphy[1235], Adobe Max 2020-2024[1235]

Organizations/Clubs/Groups Membership: Dallas Society of Visual Communications (member)[46], American Institute of Graphic Arts - DFW chapter (member)[46], ArtConspiracy (Volunteer Coordinator)[46], Dallas Makerspace (member)[46]

Nanette Haggard

Part-time Professor, Senior Graphic Designer & Creative Director

Classes Taught: ARTC 1305 - Basic Graphic Design

Awards/Certifications/Self-guided Study: Learning Adobe After Effects for personal knowledge and eventually was able to take on more freelance projects[1235], Learning Audition to learn how to adjust sound in videos[1235], Learning Adobe Express to prepare for teaching and the AI capabilities[1235]

Industry-related Presentations/Workshops Attended: Adobe - The Bottom Line on CX[1235], Adobe - Top 6 Ways to Work Faster with Adobe Acrobat[1235], Adobe - The Fundamentals of Personalized Content[1235], Podcasts (including these two because they were so inspiring, but there are so many more good ones) - The Angry Designer Episode with Chris Do and Big Mike Jones on Growing Creative South[1235]

Richard Mullins

Part-time Professor, AmerCare Royal - Graphic Designer

Classes Taught: ARTC 1353 - Computer Illustration I, ARTC 2340 - Computer Illustration II

Awards/Certifications/Self-guided Study: The Bootstrap 4 Bootcamp - Instructor: Colt Steel - UDEMY[1235], After Effects CC Masters: VFX, Motion Graphics, Animation+ - Instructor: Phil Ebiner - UDEMY[1235], The Web Developer Bootcamp 2024 - Instructor: Colt Steel - UDEMY[1235]

Randal Presson

Part-time Professor, AT&T - Principal Creative Director, Brand & Design

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1325 - Introduction to Computer Graphics

Awards/Certifications/Self-guided Study: Multiple Gold and Bronze awards earned in the American Business Awards (Stevie Awards)[1], Multiple Platinum and Gold earned in the Association of Marketing and Communication Professionals (AVA Awards)[1], Multiple achievements in the International Academy of Digital Arts and Sciences (Webby Awards)[1]

Industry-related Presentations/Workshops Attended: AT&T Annual Marketing Growth Organization Conference[12345]

J Schuh

Part-time Professor, First Command - Design Strategist

Classes Taught: ARTC 2371 - User Experience I, UIUX 1370 - Human Factors and Design Psychology

Awards/Certifications/Self-guided Study: Professional Scrum Master I 2021[1235], Google Cloud Certified Cloud Digital Leader 2023[1235], When: The Scientific Secrets of Perfect Timing by Daniel H. Pink[236], The Business Case for AI by Kavita Ganesan, PhD[236], AI Made Simple by Rajeev Kapur[236], Future Proof: 9 Rules for Humans in the Age of Automation by Kevin Roose[236], The Creative Act by Rick Rubin[236], A Curious Mind by Brian Grazer[236], The Genius Habit by Laura Garnett[236], Unthink by Erik Wahl[236], Think Again by Adam Grant[236], Big Magic by Elizabeth Gilbert[236]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Industry Giants 2024 - "AI & Creativity: A Lively Exploration"[12345], Voltage Control Facilitation Lab 2024 - "Building Deeper Connections"[1235], DIFF Shorts Film Festival 2024 - "Beyond AI: The Future of Animation"[12345], Texas Production Expo 2024 - "Through the Looking Glass: AI Content Creation for Animation and Photos"[1235], UX Conference 2024 - "Finding Brilliance: The Road to Mastery"[12345], Google Developer Groups 2023 - "Design Thinking Primer: How to Build Better Ideas"[1235], Voltage Control 2021 - "Storyboard Prototyping with MURAL"[1235], ISG Digital Business Summit 2021 - "Cybersecurity – Security, Risk & Productivity"[1235], Big D Conference 2021 - "Future of Design Thinking Education"[12345], Adapt & Overcome 2020 - "Designing a Better Future"[1235], Control the Room 2020 - "Story Stacks: Sharing Stories That Matter"[1235], Big (D)esign 2019 - "Designing Your Design Strategy: Moving From Theory to Practice"[12345], Fort Worth PMI Chapter 2019 - "Hidden Insights: What Body Language and Microexpressions Can Tell You"[1235], UX Conference 2019 - "High Fructose Content: Why People Crave It"[1235].

Industry-related Presentations/Workshops Attended: Industry Giants 2024[12345], UX Conference 2024[12345], Creativity Conference 2023[1235], Creativity Conference 2022[1235], Big D Conference 2021[12345], Control the Room 2020[1235]

Organizations/Clubs/Groups Membership: A Bunch of Short Guys[46], UXPA of Dallas[46], Dallas Producers Association[46], Visual Effects Society[46], Voltage Control Facilitation Lab[46]

Mayra R Walters

Part-time Professor, Designer and Web Developer

Classes Taught: ARTC 1305 - Basic Graphic Design, ARTC 1325 - Introduction to Computer Graphics, ARTC 1327 - Typography

Awards/Certifications/Self-guided Study: Front-End Web Developer[1235], Figma for UX Design and Designing with Variables and Conditions[1235], Certified Social Media Marketing Specialist[1235], Certified Content Marketing Specialist[1235], Community Management Specialist[1235], Full Stack Developer (In Training)[1235], M.A. Visual Communication Design (In Progress)[6], Tracing The Evolution Of Written Systems And Typography[236], Typography Fundamentals[236], The Art of Typography[236], JavaScript[1235], React.js[1235], Angular[1235], JQuery[1235], Sass[1235], Next.js[1235]

Industry-related Presentations/Workshops Conducted and Roundtable Participation: Steps to Effectively Segment Your Audience on Facebook & Instagram[1235], The Top 4 Social Media Platforms to Build Your Brand[1235], Mobile Tech: Must-Have Apps to Boost Your Business Productivity[1235], How to Create a Website for Your Business[1235], Social Media and Digital Strategies for Small Businesses[1235], SEO Strategies for Small Business Success[1235], Personal Brand vs. Corporate Brand: Which is Right for You?[1235]

Industry-related Presentations/Workshops Attended: Supercharge Your Business Through Digital Marketing[1235]

Organizations/Clubs/Groups Membership: The Dallas Society of Visual Communications[46], American Institute of Graphic Arts[46], Dallas Chamber of Commerce[46]

Mark Wolff

Part-time Professor, VML - Group Creative Director

Classes Taught: ARTC 1305 - Basic Graphic Design

Awards/Certifications/Self-guided Study: Cannes Festival of Creativity Silver Lion – Radio[1], Cannes Festival of Creativity 2x Shortlist – Entertainment[1], Silver Lion – Radio 2x Shortlist – Entertainment[1], Clio Awards Silver – Audio[1], Clio Awards Bronze – Branded Content[1], Clio Awards Bronze – Creative Commerce[1], Clio Awards Bronze – Digital[1], Dubai Lynx Grand Prix – Commerce[1], Dubai Lynx Grand Prix – Radio[1], Dubai Lynx Grand Prix – Digital[1], Dubai Lynx Bronze – Digital[1], Dubai Lynx Bronze – Media[1], Dubai Lynx Bronze – Direct[1], Dubai Lynx Bronze – Brand Experience[1], The One Club Global Top 40 Group Creative Director[1], New York Festival Gold – Commerce[1], New York Festival Silver – Print [1], New York Festival Silver – Commerce[1], New York Festival Silver – Collaboration and Partnership[1], The One Show Gold – Integrated [1], The One Show Bronze – Interactive, Online & Mobile[1], The One Show Bronze – Radio & Audio-First[1], The One Show 4x Merit – Commerce[1], The One Show Merit – Use of Smart Devices & Voice Assistants[1], The One Show Merit – Experiential Radio & Audio[1], The One Show Merit – Audio[1]

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.1.

Facilities Resources Table

(Insert the completed table, if any, in PDF immediately after this divider page.)

PROGRAM NAME: Communication Design	**AUTHORING TEAM CONTACT:** Richard LeBlanc
PHONE: 972.881.5114	**E-MAIL:** rleblanc@collin.edu

PROGRAM FACILITIES RESOURCES TABLE

Significant Facility Resource	Description (Special Characteristics)	Meets Needs? (Y or N)		Analysis of Facility Resource Utilization
		Currently	For Next 5 Years	
Mac "Tech Lab" Classroom (K208)	Mac lab with 20 iMacs + teacher station	☒ Yes ☐ No	☐ Yes ☒ No	Temporary replacement for J-121 during construction to be completed before Fall 2025. Used mainly for tech-driven course instruction (ARTC 1302 Digital Imaging I, ARTC 1325 Intro to Computer Graphics, ARTC 1353 Computer Illustration I).
Mac "Tech Lab" Classroom (K122)	Mac lab with 18 studio Macs + teacher station	☒ Yes ☐ No	☐ Yes ☒ No	Used mainly for tech-heavy classes beyond first semester (ARTC 1313 Digital Publishing, IMED 1316 Web Design I, ARTC 1359 Visual Design for New Media)
Mac "Studio Lab" Classroom (K129)	Mac lab with 18 studio Macs + teacher station	☒ Yes ☐ No	☐ Yes ☒ No	Used mainly for studio classes with a balance of computer use and discussion/critique (ARTC 1325 Basic Graphic Design, UXUI 1371 Prototyping & Usability Testing, IMED 2311 Portfolio Development). There is a need for additional white board space for collaborative UX instruction, but this will be accommodated in the new "UX Lab" space as part of the construction that is currently in-progress.

Mac “Studio Lab” Classroom (K130)	Mac lab with 18 studio Macs + teacher station	☒ Yes ☐ No	☐ Yes ☒ No	Used mainly for studio classes with a balance of computer use and discussion/critique (ARTC 1317 Design Communication I, ARTC 1327 Typography, ARTC 1349 Art Direction I, ARTC 2347 Design Communication II, ARTC 2335 Portfolio for Graphic Design).
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.2.

Equipment/Technology Table ($5,000 or More)

(Insert the completed table, if any, in PDF immediately after this divider page.)

PROGRAM NAME: Communication Design	**AUTHORING TEAM CONTACT:** Richard LeBlanc
PHONE: 972.881.5114	**E-MAIL:** rleblanc@collin.edu

PROGRAM EQUIPMENT/TECHNOLOGY TABLE ($5,000 OR MORE)

Equipment/Technology Item	Description	Meets Needs? (Y or N)		For Any "No," Justify Needed Equipment or Budget Change
		Currently	For Next 5 Years	
Wacom Intuos Pro (×18)	Digital drawing tablets	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Panasonic FAQ50 4K Projector (×3)	Ceiling-mounted projectors	☒ Yes ☐ No	☐ Yes ☒ No	Displays are sub-par for color gamut, and the heavy use wears them out quickly.
Huinion L4S LED Light Pads (×18)	Light boxes for tracing	☒ Yes ☐ No	☒ Yes ☐ No	Click or tap here to enter text.

Mac Studio Computers (×57)	Apple M1 Max 32 Gig of Ram	☒ Yes ☐ No	☐ Yes ☒ No	Click or tap here to enter text.
Apple Studio Displays (×57)	27" 5K display	☒ Yes ☐ No	☐ Yes ☒ No	Click or tap here to enter text.
iMac Computers (×21)	Retina 4K, 21.5 inch, 32 GB Ram	☐ Yes ☒ No	☐ Yes ☒ No	These are "all-in-one" computers, with the processor and the monitor as "one piece." These monitors are much too small for the work being done on them. These computers need to be brought up the same standard as the others both in terms of processing ability and, especially, screen size.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.3.

Financial Resources Table

(Insert the completed table, if any, in PDF immediately after this divider page.)

PROGRAM NAME: Communication Design	**AUTHORING TEAM CONTACT:** Richard LeBlanc
PHONE: 972.881.5114	**E-MAIL:** rleblanc@collin.edu

PROGRAM FINANCIAL RESOURCES TABLE

Source of Funds (Examples: College Budget, Grant)	Meets Needs? (Y or N)		For Any "No," Explain Why	For Any "No," Identify Expected Source of Additional Funds, If Needed
	Currently	For Next 5 Years		
Division Funds	☒ Yes ☐ No	☒ Yes ☐ No	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☒ No	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐ Yes ☐ No	☐ Yes ☐ No	Click or tap here to enter text.	Click or tap here to enter text.

X. CONTINUOUS IMPROVEMENT PLAN (CIP)

X.A.

Previous CIP Tables

(Insert the tables in PDF immediately after this divider page.
In addition, separately e-mail the tables to the
Institutional Research Office at effectiveness@collin.edu.)

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Date: January 27, 2022 **Name of Program/Unit:** Communication Design

Contact name: Richard LeBlanc **Contact email:** rleblanc@collin.edu **Contact phone:** 972-881-5114

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this program (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301)	**B. Measure(s)** Instrument(s)/process(es) used to measure results (e.g. surveys, end of term class results, test results, etc.)	**C. Target(s)** Level of success expected (e.g. 80% success rate, 25 graduates, etc.)
1. Improve students' technical foundation skills in *ARTC 1325 Introduction to Computer Graphics*.	Compare *ARTC 1325 Introduction to Computer Graphics* student end of course assessment for from Spring 2020 to Fall 2020.	25% overall improvement in demonstrated student technical knowledge and execution. Improved grade distribution in sequential courses.
2. Improve student understanding and application of style in *ARTC 1317 Design Communication I*.	Compare *ARTC 1317 Design Communication I* students project 2 submitted work from spring 2020 to fall 2020 using rubric gauging students' understanding of style and its application in course work.	25% overall improvement in demonstrated student understanding and application of style.
3. Improve implementation of industry-standard technology and instructional support technology.	Develop a communication channel with Campus Technology. Develop a technology maintenance strategy.	Establish communication path. Outlined technology maintenance schedule.
4. Improve retention in the Graphic Design program	Retention of students transitioning from first year second semester ARTC 1327 Typography through second year/second semester ARTC 2335 Portfolio Development for Graphic Design. FY2020 over FY2022.	25% Improvement

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2.1 CIP Outcomes 1

A. Expected Outcome #1

Improved technical foundation skillsets will permit students to produce better quality work as they progress through the program.

1) They will have a better understanding of the technical skills needed to execute desired outcomes.
2) By providing this foundation skillset, students can more skillfully and artfully execute their concepts, a more visually superior product.

B. Measure (Outcome #1)

Compare *ARTC 1325 Introduction to Computer Graphics* student end of course assessment from Spring 2020 to Fall 2020.

C. Target (Outcome #1)

25% overall improvement in demonstrated student technical knowledge and execution.

Improved grade distribution in sequential courses.

D. Action Plan (Outcome #1)

ARTC 1325 Introduction to Computer Graphics course curriculum and implementation recommendations are being revised Spring and Summer 2020. These revisions will be rolled out as curriculum guidelines for all ARTC 1325 sections starting Fall 2020.

E. Results Summary (Outcome #1) **TO BE FILLED OUT IN YEAR 2**

- New course curriculum and implementation recommendations began in Spring 2020 and released to the instructor pool in Fall for ARTC 1325 Intro to Computer Graphics (see ***Appendix 2.1.a — Overview of ARTC 1325 Intro to Computer Graphics Content — Fall 2019 vs. Spring 2020 vs. Fall 2020***).
- Implementation of the new course curriculum and recommendations coincided with the emergence of COVID and a move to fully-online learning in late Spring 2020 and through Summer 2020, before moving into Hybrid ("split lab time") mode through Fall 2020 and Spring 2021.
- Quantitative assessment from semester-to-semester as outlined above may not the best indicator for the success of this Outcome. Instead, the qualitative assessment of additional/expanded skills being taught and assessed in the course indicate the expected outcome has been met.

F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

- Average Grade Distribution (Final Average) for Spring 2020 vs. Summer trended downward rather than upward, but overall success trended upward, though only marginally. (See ***Appendix 2.1.a — Final Grade Distribution for ARTC 1325 Intro to Computer Graphics —Spring 2020 vs. Fall 2020***).
- Regardless of grades, the revised course curriculum introduced instruction and assessment on additional skills over those taking the course prior to implementation), vastly increasing the amount of knowledge gained and skills learned for those passing the course after implementation.

G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

- The revised/updated content became the foundation for a District Template for *ARTC 1325 Intro to Computer Graphics*, and has been implemented in all sections of the course (Face-to-face, Hybrid, Web).

Table 2.2 CIP Outcomes 2

A. Expected Outcome #2

Improved understanding of style and application will translate into student work with an additional skill layer above concept and execution. Currently, a fraction of our students are successfully applying style to all levels of work.

B. Measure (Outcome #2)

Compare *ARTC 1317 Design Communication I* students project 2 submitted work from spring 2020 to fall 2020 using rubric gauging students' understanding of style and its application in course work.

C. Target (Outcome #2)

25% overall improvement in demonstrated student understanding and application of style.

D. Action Plan (Outcome #2)

In ARTC 1317, develop additional lecture and resources on style and application. Add exercises covering the application of style. Add the integration of style as project level assessment.

E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2

- The assignment (see ***Appendix 2.2.a — Assignment Overview — "Prj 2 | Phase 1: Research for Promotion & Styles"***) was implemented in Spring 2020 with immediate success. It was continued in Fall 2020 with marked improvement, with all students achieving a perfect score on the assignment.

F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2

- 100% of students scored 40/40 on the Rubric for the assignment in Fall 2020, with the average score improving from Spring 2020 by 3 points (7.5%) over Spring 2020. (See ***Appendix 2.2.a — Grading Rubric & Scores — "Prj 2 | Phase 1: Research for Promotion & Styles".***)

G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2

- The assignment will continue as a required component in the development of Branding Project 1 for all sections of *ARTC 1317 Design Communication I.*

Table 2.3 CIP Outcomes 3

A. Expected Outcome #3

Students obtain current industry standard technical skillsets by using equipment and software parallel to the level they would be expected to use in the workforce. Instructors should effectively communicate course content and demonstrate technical skills as well as require students to produce industry standard work.

B. Measure (Outcome #3)	**C. Target (Outcome #3)**
Develop a communication channel with Campus Technology. Develop a technology maintenance strategy.	Establish communication path. Outlined technology maintenance schedule.

D. Action Plan (Outcome #3)

Work with Campus Technology and leadership to develop a communication pathway, action plans, and maintenance strategies.

E. Results Summary (Outcome #3) TO BE FILLED OUT IN YEAR 2

- On the whole, the program has been successful in keeping software up-to-date with some minor exceptions (see ***"F. Findings"*** below).
- The divergent nature of technology maintenance (with each campus having separate IT management and focus) has made assurance of the technological needs difficult away from the program's main (Plano) campus, on the supporting campuses (Frisco, McKinney) during the plan's ramp-up, but those issues have been resolved.
- Program growth and budget constraints are challenging the department in keeping hardware up to date, especially as the industry software becomes more-and-more demanding on the processors of the computers.

F. Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2

- A plan was established so all labs used by Communication Design courses on its main campus (Plano) and supporting campuses (Frisco, McKinney) to make

sure all relevant software (including the desktop operating systems) are updated before Fall, Spring, and Summer sessions begin.

- A minor issue does arise when the software publishers (particularly Adobe), push a new version of the software. This typically happens in mid-October, after the computers have been updated on the various campuses. Most students are set to update their personal versions of the software automatically. If they take a file created/updated with their own/newer version of the software and try to work with on the campus computers running an older version of the software, it won't let them.

G. Implementation of Findings (Outcome #3) **TO BE FILLED OUT IN YEAR 2**

- Knowing Adobe typically releases a mid-October update of their software, the department needs to consider an additional program-wide update on the computers to coincide with this (therefore making sure updates are done just before Fall start, and again to coincide with Adobe October release schedule).

Table 2.4 CIP Outcomes 4

A. Expected Outcome #4

Improve student retention, completion, and satisfaction with the program.

B. Measure (Outcome #4)	**C. Target (Outcome #4)**
Retention of students transitioning from first year second semester *ARTC 1327 Typography* through second year, second semester *ARTC 2335 Portfolio Development for Graphic Design*. FY2020 over FY2022.	25% Improvement

D. Action Plan (Outcome #4)

Work with Career Coaches to accurately capture program enrolled students and survey students on key questions that impact their level of engagement in the program (i.e. full or part-time, working full or part-time, veteran status).

Pair students with faculty member mentors.

Work with leadership to develop course offering strategies that reduce completion barriers.

E. Results Summary (Outcome #4) **TO BE FILLED OUT IN YEAR 2**

- Tracking per the established metric for the CIP is difficult (see ***"F. Findings"*** below) and may not be reliable.
- The emergence of COVID and the unexpected transitioning of Discipline Lead duties (at the end of Summer 2020) delayed progress toward creating an effective action plan on this CIP.
- Classroom space limitations (*see **Graphic Design Program Review 20-01-30-e081320**, p.4, "Areas of Concern for the Program")* continued through the 2020-2021 Academic Year, delaying the development of adequate course offering strategies until a Fall 2021 implementation.

- Classroom space limitations and instructor availability affected course availability for the newly introduced introduced ***AAS — Communication Design – User Experience Option***.
- Development began on materials to aid Advising and Career Coaches with student guidance. In this process, it was determined that the course order for ***AAS — Communication Design – User Experience Option*** students was not ideal; it hindered completion, so curriculum changes were undertaken. (See ***"Implementation of Findings"*** below).
- Overall enrollment has been on a steady increase from Fall 2018 to the present (see ***F. Findings*** below***, and Appendix 2.4.b — Communication Design Program – Enrollment by Course F2018 to S2022***)

.

F. Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2

- Trying to accurately track retention for this Program/Discipline at the course level for the term outlined is nearly impossible, with any results being potentially flawed, for the following reasons:
  - The personal schedules of many students within the program do not allow them to follow the 2-year course order outlined in the catalog (e.g., many attend only part-time, or course availability based on time of day may conflict with other obligations like work or family), with some students taking as few as 2 courses per semester and taking as long as a decade to complete.
  - The suggested course order for the AAS changed in the Fall of 2020, so many students following the course order for the AAS – Graphic Design with Print or Web options (catalog years 2017-2018, 2018-2019, 2019-2020) are enrolled in classes with students following the course order for the AAS – Communication Design (catalog years 2020-2021, 2021-20222).
  - Course availability for the User Experience courses was hindered by classroom space limitations and instructor availability, forcing them into a "2-1/2 year plan" (as opposed to the 2-year plan outlined for the program).

- The "Cohort" date represented in ***Appendix 2.4.a — Communication Design Program – Enrollment by Cohort***, which attempts to track student retention over a 1-year span from *ARTC 1327 Typography* through *ARTC 2335 Portfolio Development for Graphic Design (Capstone)*, suggests retention is up.

1st Year/2nd Semester to 2nd Year/2nd Semester	ARTC 2335 over ARTC 1327
Spring 2020 to Spring 2021	34.4%
Fall 2020 to Fall 2021	51.4%
Spring 2021 to Spring 2022	94.5%

- Regardless of retention, total enrollment has been on a steady increase as demonstrated below.
(For complete data, see ***Appendix 2.4.b — Communication Design Program – Enrollment by Course F2018 to S2022***).

Academic Year	Unduplicated Headcount	Duplicated Headcount*
2018-2019	126	315
2019-2020	144	371
2020-2021	158	388
2021-2022	185	436

** Includes only courses specific to Communication Design program (ARTC 1313, 1317, 1327, 1349, 1359, 2311, 2335, 2347, 2371; IMED 1316 UXUI 1370, 1371) and does not include courses shared with other programs (Video Production, Animation & Game Art).*

Implementation of Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2

- Initiated by the need to provide clear and helpful communications, a number of changes were approved by the Curriculum Advisory Board, including:
  - The creation of separate ***AAS — Communication Design*** "tracks," one for ***Graphic Design*** and one ***for User Experience Design***.
  - Changes in pre-requisites to support course order and aid students in developing the necessary skills for other classes.
- During Spring 2022, the Communication Design program is undertaking the development of a "Course Packet" to assist Communication Design students. The packet will include the following:
  - Program Overview and information about Marketable Skills
  - Portfolio Information
  - Alumni Success Stories & Student Work
  - Course Track Outlines & Course Track Flowcharts (see Appendix 2.4.c.1 and 2.4.c.2)
  - Course Descriptions
  - Contact information (including Faculty Mentoring, Career Coaches, Advising, etc.)
- The packet will be distributed through:
  - The department Web site
  - Through Advising/Career Coaches
  - Outreach/recruitment (high schools and local design organizations)
  - Incoming students (via *ARTC 2311 History of Communication Graphics* and *ARTC 2371 User Experience I*)
- Beginning Fall 2022, the program's Career Coaches, assisted by Communication Design Faculty teaching *ARTC 2311 History of Communication Graphics* and *ARTC 2371 User Experience I*, will work to make sure first semester Communication Design students have accurately declared their major with the college, and provide a pathway for individual advising (supported by the materials noted above).

Appendix 2.1.a — Overview of ARTC 1325 Intro to Computer Graphics Content — Fall 2019 vs. Spring 2020 vs. Fall 2020

FALL 2019	SPRING 2020	SUMMER 2020
General • Exercises 1: File Creation & File Management • Exercise 2: Email	**General** • Exercise 1a: File Naming & Packaging	**General** • Quiz: Computer Basics • Exercise 1a: File Naming & Packaging • Quiz: Software Applications • Quiz: Workspace Concepts, File Destinations & Types
Adobe Illustrator • Exercise 5: Scanning • Exercise 6: Pen Tool • Project 2: Adobe Illustrator	**Adobe Illustrator** • Exercise 2a: Document Setup; Working with Lines, Shapes, Color; The Pathfinder Tool • Exercise 2b: Working with Placed Images; The Pen Tool; Masking • Exercise 2c: Saving and Exporting Documents from Illustrator • Exercise 2d: Typography • Exercise 2e: Monogram • PROJECT 1: Pizza Graphic • QUIZ: Typography	**Adobe Illustrator** • Exercise 2a: Document Setup; Working with Lines, Shapes, Color • Exercise 2b: Working with Placed Images; The Pen Tool; Masking • Exercise 2c: Saving and Exporting Documents from Illustrator • Exercise 2d: Mandala Design • Quiz: Typography • Exercise 2e: Typography • Exercise 2f: Monogram • Project 1: Pizza Graphic
Adobe Photoshop • Exercise 3: Layer Masks • Exercise 4: Adjustment Layers • Project 1: Photoshop Collage	**Adobe Photoshop** • Exercise 3a: Working in Photoshop • PROJECT 2: Photocollage/Photomontage • QUIZ: Copyright Basics	**Adobe Photoshop** • Exercise 3a: Image Size, Resolution, Formatting • Exercise 3b: Basic Photo Editing • Exercise 3c: Basic Photo Collage • Project 2: Photocollage/Photomontage • QUIZ: Copyright Basics
	Adobe XD • Exercise 4a: Adobe XD	**Adobe XD** • Exercise 4a: Adobe XD

Adobe InDesign • Exercise 7: Adobe InDesign • Project 3: Adobe InDesign	**Adobe InDesign** • Exercise 5a: Adobe InDesign	**Adobe InDesign** • Exercise 5a: Adobe InDesign
Adobe Premiere Pro/Adobe After Effecs • Exercise 10: Adobe Premiere Pro movie/After Effects • Project 4: Premiere Pro/After Effects	**Adobe Premiere Pro** • Project 3: Video Sequence	**Adobe Premiere Pro** • Project 3: Video Sequence
	Adobe After Effects • Project 4: After Effects Animation	**Adobe After Effects** • Project 4: After Effects Animation

Appendix 2.1.a — Final Grade Distribution for ARTC 1325 Intro to Computer Graphics —Spring 2020 vs. Fall 2020

- **Mxgj k"J oyzxoh{ zout "È"**Spring 2020: A = 8; B = 1; C = 2; D = 0; F = 3; W = 3
  J krdkx; "s kznuj "s u|kj "lxus "d 3vkxyut "zu"ut rdk".j {k"zu"ks kxmkt i k"ul "I U\ CI /4"
    - 11 of 17 starting passing = 65% passing
    - 11 of 14 graded passing = 79% passing
- **Mxgj k"J oyzxoh{ zout "È"**Summer 2020: A = 8; B = 2; C = 2; D = 0; F = 3; W = 3
  J krdkx; "s kznuj "} gy"l{ m; 3ut rdk "lux"znk"y{ s s kx".j {k"zu"I U\ CI /4"
    - 12 of 18 starting passing = 65% passing = 67% passing
    - 12 of 15 graded passing = 79% passing = 80% passing

Appendix 2.2.a — Assignment Overview – "Prj 2 | Phase 1: Research for Promotion & Styles"

Based in part on the lecture Graphic Styles, research is crucial for the success of any design solution. Look and feel. Instead of just pulling an idea from the air, a direction is crucial to achieving success and a great style of the art and concept.

Please upload all items you have researched to help develop this promotion.
This includes the direction for the style of art you will be using to support the graphic execution.

What to Turn In

- All Research to support the direction of your Promotion Concept
- How it will feel, Art direction ideas, Art styles, etc THESE Must Be Included
- JPEGs or Multi Page PDFS of your sketches are just fine.
- Website links of anything thing you researched
- Pintrest etc

Appendix 2.2.b — Grading Rubric and Scores – "Prj 2 | Phase 1: Research for Promotion & Styles"

I xdkxg@Research grade is based on the level of an idea's development, its quality,
its reinforcement and/or compliment to the project's objective and uniqueness of the solution.
All assessments are based on the expected level of aptitude upon entering the course.
Failure to do the research and idea stage will result in a poor promotion solution, as well as a loss of 40 points.

CRITERA	RATINGS						
Reinforces/ Complements Objective	**40 pts Excellent:** *Exceeds Expectations* Student has exceeded expectations in both the amount and relevance of the stylistic research presented, and development of application to the project.	**35 pts Above Average**: *Meets Expectations* Student met expectations in both the amount and relevance of the stylistic research presented, and development of application to the project..	**30 pts Average:** *Needs Some Improvement* The work presented and its relevance are in line with expectations, but fall short in terms depth of exploration.	**25 pts Below Average:** *Needs Significant Improvement* The work presented and its relevance fall short in terms depth of exploration.	**20 pts Significantly Below Average** *Needs significant improvement but still meets basic project requirements* The work presented and its relevance underthought and underdeveloped.	**10 pts Marginally Meets Basic Criteria** Only minimal research was done, with very little exploration of how it will be applied to the project.	**0 pts Does Not Meet Basic Criteria** Either little-to-no style research was presented, or there is no exploration of how the style will be incorporated into the project, or no work was submitted.
Spring 2020 Ratings	**× 15**	—	—	**× 1**	—	—	**× 1**
Fall 2020 Ratings	**× 17**	—	—	—	—	—	—

- **SPRING 2020**
  - Average score = 37/40
  - 88% of students scored 40/40

- **SPRING 2020**
  - Average score = 40/40
  - 100% of students scored 40/40
  - Average score improved by 3 points (7.5%) over Spring 2020

Appendix 2.4.a — Communication Design Program – Enrollment by Cohort

"Cohort" Beginning Fall 2019

Term	AAS – Graphic Design – Print+Web	Enrollment
Fall 2019	ARTC 2311 History of Comm Graphics	52
Spring 2020	ARTC 1327 Typography 1	32
	ARTC 1317 Design Communication I	35
Fall 2020	ARTC 2347 Design Communication II	16
Spring 2021	ARTC 2335 Portfolio Development for Graphic Design (Capstone)	11

"Cohort" Beginning Spring 2020

Term	AAS – Graphic Design – Print+Web	Enrollment
Spring 2020	ARTC 2311 History of Comm Graphics	13
Fall 2020	ARTC 1327 Typography 1	35
	ARTC 1317 Design Communication I	17
Spring 2021	ARTC 2347 Design Communication II	18
Fall 2021	ARTC 2335 Portfolio Development for Graphic Design (Capstone)	18

"Cohort" Beginning Fall 2020

NOTES

- *Beginning in the Fall of 2020, the **AAS – Graphic Design** (with specialties in **Print** or **Web**) was replaced by the **AAS – Communication Design** (with options in **Graphic Design** or **User Experience**).*
- *Based on severe classroom space limitations on the Spring Creek Campus through the Spring of 2021 (at which point the Animation & Game Art and Video Production programs moved from the Spring Creek Campus to the Preston Ridge Campus, User Experience course options were severely limited, and therefore did not originally allow User Experience students to follow the course order prescribed by the Fall 2020 catalog.*
- *The UX cohort that began Summer/Fall 2020 (the first semesters the course ARTC 2371 User Experience I was offered) have been limited by course availability and will not be able to enroll in ARTC 2335 Portfolio Development for Graphic Design (Capstone) until Fall of 2022.*

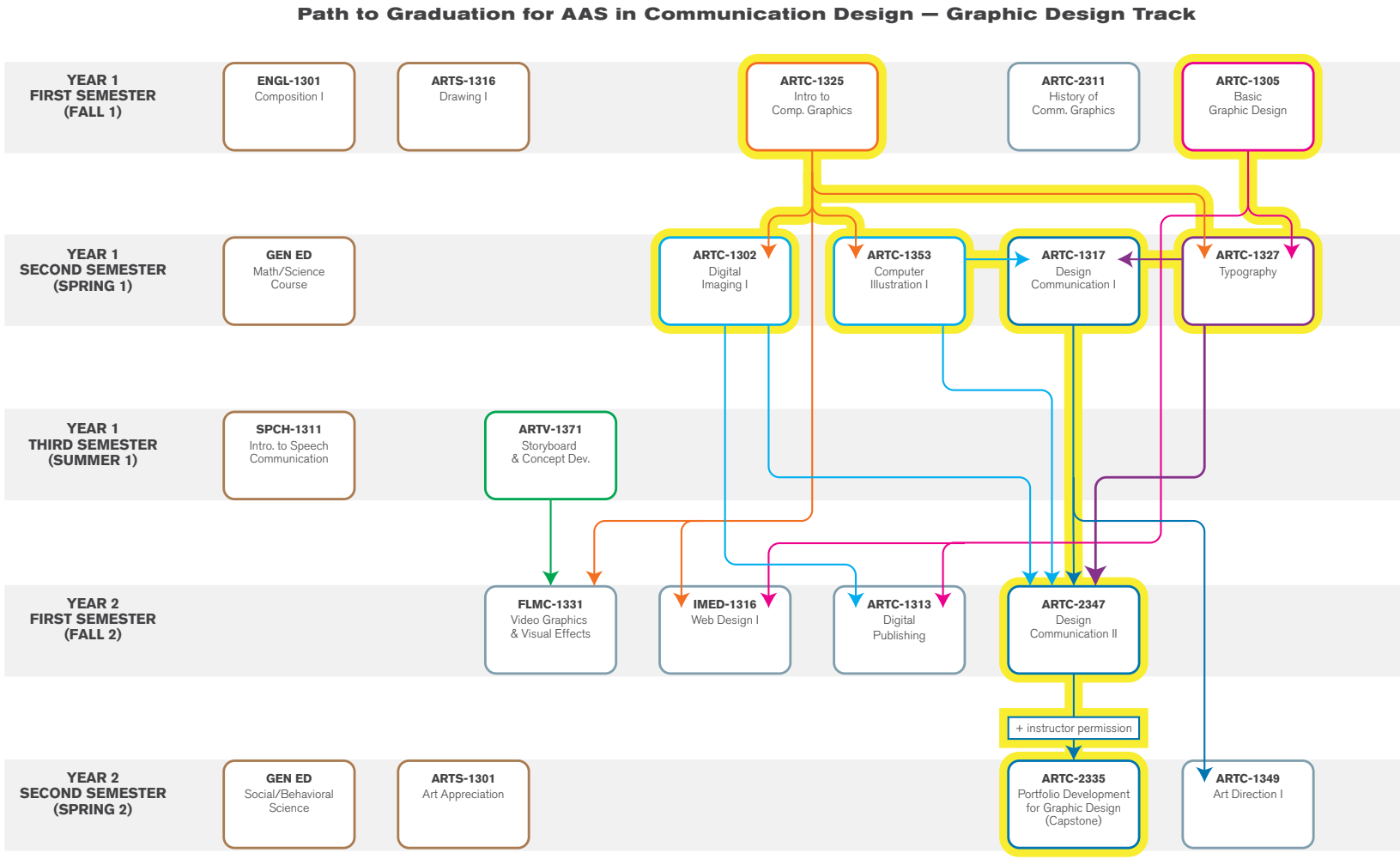
Term	AAS – Communication Design Print Option	Enrollment	AAS – Communication Design User Experience Option	Enrollment
Fall 2020	ARTC 2311 History of Comm Graphics	48	(same as Print Option)	—
Spring 2021	ARTC 1327 Typography 1	36	(same as Print Option)	—
	ARTC 1317 Design Communication I	29	UXUI 1370 Human Factors & Design Psychology	7
Fall 2021	ARTC 2347 Design Communication II	22	ARTC 1359 Visual Design for New Media	8
			UXUI 1370 Human Factors & Design Psychology	5
Spring 2022	ARTC 2335 Portfolio Development for Graphic Design (Capstone)	19	ARTC 1359 Visual Design for New Media	8
			UXUI 1371 Prototyping & Usability Testing	15

- Spring 2021 *ARTC 2335 Portfolio Development for Graphic Design (Capstone)* over Spring 2020 *ARTC 1327 Typography 1* = 11/32 = 34.4%
- Fall 2021 ARTC 2335 Portfolio Development for Graphic Design (Capstone) over Fall 2020 *ARTC 1327 Typography 1* = 18/35 = 51.4%
- Spring 2022 *ARTC 2335 Portfolio Development for Graphic Design (Capstone)* over Spring 2021 ARTC *1327 Typography 1* cannot be measured accurately as the User Experience students have been delayed from enrolling in *ARTC 2335 Portfolio Development for Graphic Design (Capstone).* However, total numbers between Spring 2022 Print Option students in *ARTC 2335 Portfolio* plus User Experience students in *UXUI 1371 Prototyping & Usability Testing* suggests retention is up — (19+15)/36 = 94.5%

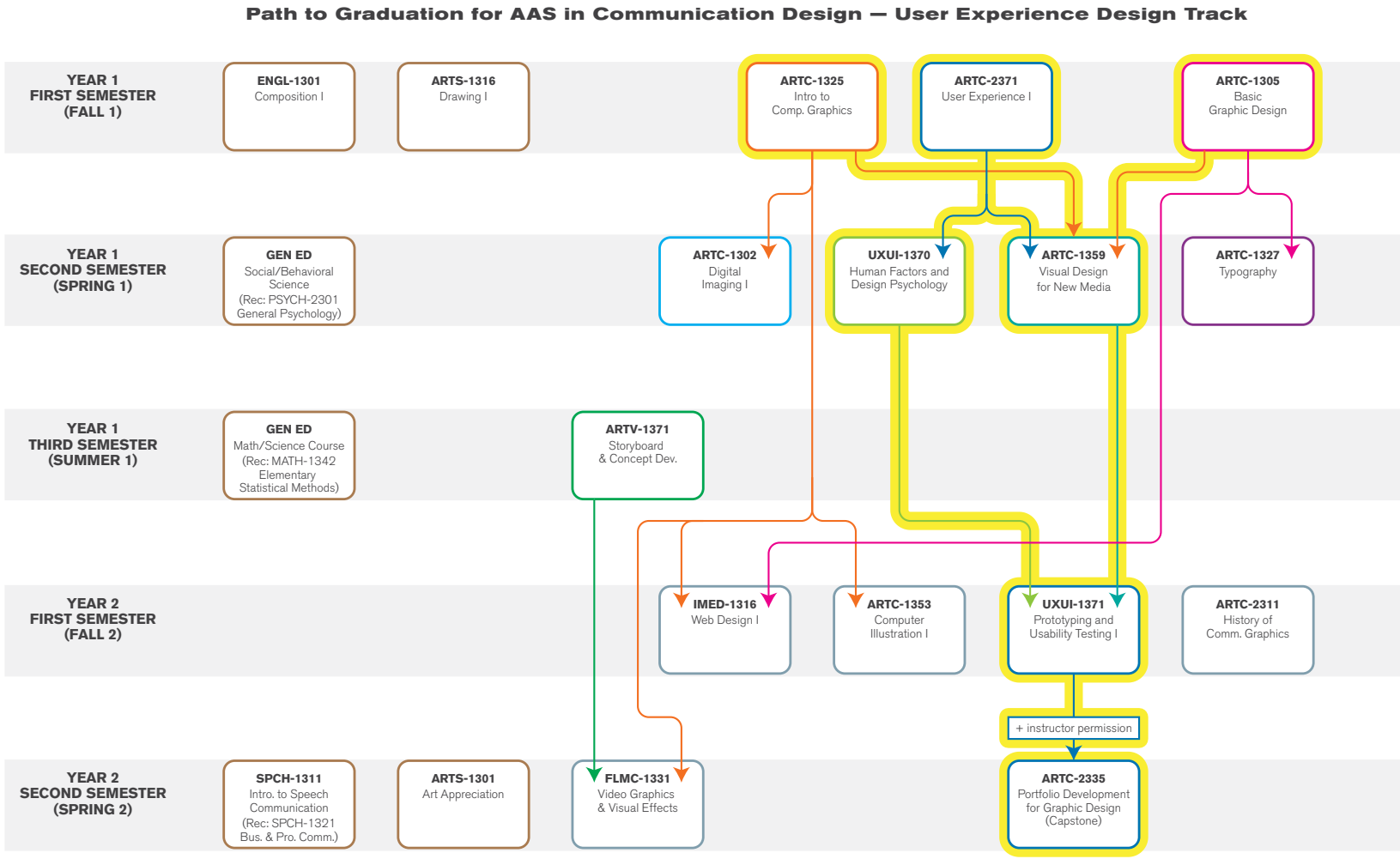
Appendix 2.4.b — Communication Design Program – Enrollment by Course F2018 to S2022

		Academic Year / Term							
		2018-2019		2019-2020		2020-2021		2021-2022	
Subject /	Course Number	Unduplicated Headcount	Duplicated Headcount	Unduplicated Headcount	Duplicated Headcount	Unduplicated Headcount	Duplicated Headcount	Unduplicated Headcount	Duplicated Headcount
ARTC	1313	38	40	43	44	43	45	37	37
	1317	46	48	51	51	45	46	42	42
	1327	62	64	67	68	69	71	59	60
	1349	27	28	36	36	33	33	36	36
	1359							14	14
	2311	62	62	65	65	71	71	82	83
	2335	24	24	37	38	21	21	37	37
	2347	22	23	34	34	34	34	35	35
	2371					24	24	25	25
	Total	124	289	143	336	157	345	179	369
IMED	1316	26	26	33	35	35	36	47	47
	Total	26	26	33	35	35	36	47	47
UXUI	1370					7	7	5	5
	1371							15	15
	Total					7	7	15	20
Grand Total		126	315	144	371	158	388	185	436

Appendix 2.4.c — Course Outline Flowchart for AAS Communication Design – Graphic Design Track



Appendix 2.4.c — Course Outline Flowchart for AAS Communication Design – User Experience Design Track



XII. NEW CIP TABLES

XII.A.

CIP Measures, Outcomes & Targets Table

(Insert the completed table in PDF immediately after this divider page.
In addition, separately e-mail the table to the
Institutional Research Office at effectiveness@collin.edu.)

Continuous Improvement Plan

Date: 02/03/25 **Name of Program/Unit:** Communication Design

Contact name: Richard LeBlanc **Contact email:** rleblanc@collin.edu **Contact phone:** 972.881.5114

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	**B. Measure(s)** Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	**C. Target(s)** Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.	Performing Arts Event Series Poster project assigned in ARTC 1327 Typography.	80% of students score 70% or better on all the Phrases associated with the project (as an average of total poins earned vs. total points possible from all the constituent assignments that make up the complete project.
Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.	Contextual Advertising Reflection assigned in ARTC 1349 Art Direction I.	80% of students score 80% or better on the analytical elements of this assignment. (Formatting and grammar/spelling-related rubric elements will not be considered for this assessment).
Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.	Final Course Grades for UXUI 1371 Prototyping & Usability Testing.	80% of the students earn a B or better in the course.
Create interactive design solutions that address audiences and contexts by recognizing the human factors that	Research Project in ARTC 1371 User Experience I.	90% of the students score 70% or better during each of the 8 stages that make up this project (individually, not cumulatively).

XII. NEW CIP TABLES

XII.B.

CIP Outcomes 1 and 2 Table

(Insert the completed table in PDF immediately after this divider page.
In addition, separately e-mail the table to the
Institutional Research Office at effectiveness@collin.edu.)

Description of Fields in the Following CIP Tables:
A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

<table>
<tr><td colspan="2">A. Outcome #1
Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.</td></tr>
<tr><td>B. Measure (Outcome #1)
Contextual Advertising Reflection assigned in ARTC 1349 Art Direction I.</td><td>C. Target (Outcome #1)
80% of students score 70% or better on all the Phrases associated with the project (as an average of total poins earned vs. total points possible from all the constituent assignments that make up the complete project.</td></tr>
<tr><td colspan="2">D. Action Plan (Outcome #1)
Project will be implemented and assessed in all sections of ARTC 1349 in Fall 2025 and Spring 2026.</td></tr>
<tr><td colspan="2">E. Results Summary (Outcome #1)</td></tr>
<tr><td colspan="2">F. Findings (Outcome #1)</td></tr>
<tr><td colspan="2">G. Implementation of Findings</td></tr>
</table>

A. **Outcome #2**
Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.

B. Measure (Outcome #2)
Research Project in ARTC 1371 User Experience I.

C. Target (Outcome #2)
90% of the students score 70% or better during each of the 8 stages that make up this project (individually, not cumulatively).

D. Action Plan (Outcome #2)
Project will be implemented and assessed in all sections of ARTC 2371 in Fall 2025 and Spring 2026.

E. Results Summary (Outcome #2)

F. Findings (Outcome #1)

G. Implementation of Findings

XIII. PROGRAM LEARNING OBJECTIVES (PLOS)

XIII.A.

Program Assessment Data Report

(Insert the report in PDF immediately after this divider page.
In addition, e-mail the report to the
Institutional Research Office at effectiveness@collin.edu.)

Continuous Improvement Plan

Date: February 27, 2024

Name of Program/Unit: Communication Design **(**AAS – Communication Design - Graphic Design Track)

Contact name: Richard Jean LeBlanc, Jr. **Contact email:** rleblanc@collin.edu **Contact phone:** 972.881.5114

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	**B. Measure(s)** Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	**C. Target(s)** Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.	Logo project assigned in *ARTC 1305 Basic Graphic Design*.	80% of students score 70% or better on all the Phases associated with the project (as an average of total points earned vs. total points possible from all the constituent assignments that make up the complete project).
Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions	Benefits Worksheet assigned in *ARTC 1349 Art Direction I*.	80% of students score 80% points or better on the assignment.
Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.	Production components for the Book Design Project assigned in *ARTC-1313 Digital Publishing*. Based on a selected topic/subject/title, the student creates a cohesive color book design consisting of the following components: a front cover design, a title page, a table of contents 2-page spread, and a chapter opening (2-page spread).	70% of the students score 80% or better on the production-related rubrics for the Cover and Interior production art assignments (as an average of total points earned vs. total points available for the technical aspects from the two assignments). This average will not include rubric items related to aesthetically-based design decisions.

Apply graphic design principles in the ideation, development, and production of visual messages.	Promotion project assigned in *ARTC-1317 Design Communication I*.	70% of the students score 400 points or better out of the 500 points available for the final items (Logo, In-Store Signs (2), Display Ads (3 Sizes), Outdoor, Landing Page).

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes

A. Outcome #1
Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.

B. Measure (Outcome #1)	**C. Target (Outcome #1)**
Logo project assigned in ARTC 1305 Basic Graphic Design. The student will create a logo for a selected client through the following phases: 1. Phase I. Research conceptual, competitive, and stylistic references. Students are assessed on the depth and applicability of their research. 2. Phase II: Explore conceptual approaches (via thumbnails) for the logo design that meet the strategic goals outlined for the client in a visually creative way. Students are assessed on the variety and aptness of solutions generated. 3. Phase III: Select a single conceptual direction, then execute and refine it (to final production art) using industry-relevant software (Adobe Illustrator). Students are assessed on the graphic excellence and proficiency with which the design is executed.	80% of students score 70% or better on all the Phases associated with the project (as an average of total points earned vs. total points possible from all the constituent assignments that make up the complete project).
D. Action Plan (Outcome #1) Data to be collected from all sections of ARTC 1305 during the Fall of 2022.	
E. Results Summary (Outcome #1)	

% RANGE	TOTAL	% OF TOTAL	
	158		
90-100 (A)	75	47.50	
80-89 (B)	19	12.00	
70-79 (C)	12	7.50	
60-69 (D)	13	8.00	
0-59 (F)	39*	25.00	* Of the 39 total F's for this assignment, 22 students made no submission at all for any of the 3 project phases.
			% OF STUDENTS SCORING 70% OR BETTER = 67%
			GOAL: 80% of students score 70% or better

The following data does not include "non-submits" as noted above.

% RANGE	TOTAL	% OF TOTAL	
	136†		† Does not include students who made no submission for any of the 3 project phases.
90-100 (A)	75	55.00	
80-89 (B)	19	14.00	
70-79 (C)	12	9.00	
60-69 (D)	13	9.50	
0-59 (F)	17	12.50	
			% OF STUDENTS SCORING 70% OR BETTER = 78%
			GOAL: 80% of students score 70% or better

F. Findings (Outcome #1)

The metric for this assessment was not met, and led the department to do some additional investigation to determine how the success rates for this assignment compared to the success rates for this course overall during the period from Summer 2022 through Fall 2023:

Semetster	Enollment	Fails (F's)	% Faiing
Fall 2023	227	34	15%
Summer 2023	35	8	23%
Spring 2023	140	23	16%
FalL 2022	178	23	13%
Summer 2022	31	4	13%

This spurred additional research into Fails (F's) in this course by major and the following general insight resulted

- Out of all students failing this course during the Summer 2022 to Fall 2023 period (barring some outliers) Animation & Game Art majors who failed the course outnumbered Communication Design majors who failed the course by 2-to-1. That is, approximately twice as many Animation & Game Art majors failed the course as Communication Design majors who failed the course.
    - This is a shared course between the Communication Design and Animation & Game Art programs.
    - At a college level, the enrollment for Communication Design is greater than Animation & Game Art. This implies the proportion of fails for Animation & Game Art in this course is even higher than the data suggests when adjusted to account for total enrollment within each program.

Upon deeper investigation (based on student-level data regarding declared majors), the following insight was gained:

- Approximately half of the students who failed this course changed their major at least once and as many as four times (regardless of the declared major when taking the course).

Based on this insight, as well as informal historical understanding within the department, this produced the following insights:

- It is not uncommon to get students pursuing Animation & Game Art or Communication Design not because it's what they have chosen to pursue, but because they are simply interested in what it might be like.
- With fairly demanding, practical ("real world") projects focused on proven creative processes and methods, this course acts as a sort of "testing ground" for whether students want to continue on their path in Animation & Game Art or Communication Design.
    - Some students find the coursework more demanding than they expected.
    - Some students find it does not fulfill their need for creative expression (as much as they thought it might).
    - Many Animation & Game Art majors have voice their contention that they do see the direct correlation between the Learning Outcomes for this course and their expectations as Animation & Game Art majors (though leadership in both departments have developed this course to ensure this correlation of Course and Program Learning Outcomes, and instructors regularly explain this to the students).

Based on interviews with Key Department Personnel who teach this course, we sought to find out if there was a certain point during this course (prior to the assignment used for this assessment) where it felt like certain students struggled and/or lost interest in the course. It was determined that:

- In general, the students that tend to struggle or even completely abandon the coursework tend to do so beginning with the assignment *Exercise 3d: Figure/Ground Reversal*.
    - This is the first conceptually and creatively demanding project during the semester, and is the first where the project demands a greater of abstract thinking and communication that goes beyond "basic graphics" or "simply pictures."
    - This is the first project that consists of multiple stages that follow the Creative Process Methodology introduced in this course. (In some ways, it is a "scaled down" version of the logo project that was used for this CIP Assessment.)
    - In this exercise, the stages are part of a single assignment (as opposed to separate benchmark assignments).
    - In order to guarantee success, students are supposed to work through all the steps in order, but many do not, leading to a mix of success and struggle with this assignment.

G. Implementation of Findings

PROGRAM-LEVEL IMPLEMENTATION

Program-level changes are already underway within the Communication Design department (under the guidance of the department's Advisory Committee), with eye on revising within the next two years which courses are part of the program (some will be going away, new ones will be coming in), as well as the Learning Outcomes for those courses.

As part of this discussion, the Discipline Lead for Communication Design met with the Discipline Lead for Animation & Game Art to discuss the findings (particularly in regards to the high number of Animation & Game Art students who fail the course and/or change majors), and advised the Animation & Game Art Discipline Lead about planned changes in the Communication Design Program. In response, the Animation & Game Art Discipline Lead noted similar planned changes in their program.

- It was recommended (by the Communication Design Discipline Lead) that the Animation & Game Art program develop their own course as a replacement for ARTC 1305 Basic Graphic Design with coursework singularly applied to Animation & Game Art majors, allowing the Communication Department to do the same with this course for Communication Design Majors.

COURSE-LEVEL IMPLEMENTATION

Since the assignment *Exercise 3d: Figure/Ground Reversal* tends to be the point where students begin to struggle or lose interest in the course, several instructors for this course are piloting potential changes to this assignment (beginning Spring 2024), including:

- Breaking the assignment into smaller milestone assignments.
- Dedicated as much lab time as possible to development of this assignment (so that students are given more guidance through the project, and relieving the burden of too much self-direction so early in the course).

The goal for these changes is to provide a better foundation for students when they work through the Logo Project that was the focus of this Assessment. The instructors will connect prior to Fall 2024 semester to discuss their findings and provide guidance to all instructors for ARTC 1305 to implement beginning in the Fall 2024 semester.

A. Outcome #2

Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.

B. Measure (Outcome #2)

Benefits Worksheet assigned in ARTC 1349 Art Direction I.

In this written assignment, the students are required to "translate" a number of product features (what makes a product different) into short benefit statements (why the consumer should care) and simplified benefit (a broad, singular word or thought that encapsulates the benefit statement).

Students are assessed on their ability to effectively re-phrase the features as benefit statements and simplified benefits in order to create statements that will drive consumer engagement.

C. Target (Outcome #2)

80% of students score 80% points or better on the assignment.

D. Action Plan (Outcome #2)

Data to be collected from all sections of ARTC 1349 during the Fall of 2022 and Spring of 2023.

E. Results Summary (Outcome #2)

% RANGE	TOTAL	% OF TOTAL	
	24		
90-100 (A)	21	87.25	
80-89 (B)	3	12.50	
70-79 (C)	—	0.00	
60-69 (D)	—	0.00	
0-59 (F)	—	0.00	
			% OF STUDENTS SCORING 80% OR BETTER = 100%
			GOAL: 80% of students score 80% or better on the assignment.

F. Findings (Outcome #2)

The success metrics were met for this assessment.

It should be noted that students are allowed to rework and resubmit for regrading as often as they wish during the 1 week period for which the assignment remains open. Although most students during the data collection period above only submitted once to the assignment, 3 of the 24

students submitted a second time, but none of the students submitted more than that. It has been noticed in subsequent semesters, that the number of reworks/resubmits has gone up substantially (which is correlated with an increased enrollment in this course).

G. Implementation of Findings

With the subsequent uptick in resubmissions for this assignment as enrollment for the course has increased, in order to ensure that students are truly understanding the material, and not just "guessing" or being "over-guided" by the instructor during reworks, a quiz will be implemented to test the student's understanding of the material gained through the worksheet.

A. Outcome #3

Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.

B. Measure (Outcome #3)

Production components for the Book Design Project assigned in ARTC-1313 Digital Publishing.

Based on a selected topic/subject/title, the student creates a cohesive color book design consisting of the following components: a front cover design, a title page, a table of contents 2-page spread, and a chapter opening (2-page spread).

The final components are created using Adobe InDesign software, and must meet the technical requirements for the digital art to be fully "press-ready," including:

- Minimum image resolution for print production
- Appropriate color space use for print production
- Additional factors that affect print production that may be unique to the students design (e.g., the appropriate use of supporting software, the correct methods for image placement in the layout, etc.)

C. Target (Outcome #3)

70% of the students score 80% or better on the production-related rubrics for the Cover and Interior production art assignments (as an average of total points earned vs. total points available for the technical aspects from the two assignments). This average will not include rubric items related to aesthetically-based design decisions.

D. Action Plan (Outcome #3)

Data to be collected from select* sections of ARTC 1349 during the Fall of 2022 and Spring of 2023.

* *Not all sections of the course used this project during the data collection semesters.*

E. Results Summary (Outcome #3)

% RANGE	TOTAL	% OF TOTAL	
	22		
90-100 (A)	2	9.00	
80-89 (B)	7	32.00	
70-79 (C)	5	23.00	
60-69 (D)	6	27.00	
0-59 (F)	2	9.00	
			% OF STUDENTS SCORING 80% OR BETTER = 64%
			GOAL: 70% of the students score 80% or better on the production-related rubrics for the Cover and Interior production art assignments

F. Findings (Outcome #3)

The metric for this assessment was not met, leading to discussions with the instructor for this course to determine possible reasons.

This course has been in transition for the last few years, with the coursework and its delivery shifting. The goal has been to create more "efficiency" in the course delivery to balance:

- Providing the students as much practical project experience as possible, across a breadth of project types.
- Assuring the students are fulfilling the deep Learning Outcomes for this course.

During the period of this assessment, the amount of time during the semester that was allotted for this assignment was limited, but the technical requirements and expected outcomes were not scaled down to account for this limited project time. More than likely, this is the major contributing factor for the relatively poor performance on this assignment.

G. Implementation of Findings

In the semesters following this assessment, the course has been reworked to create the greatest efficiency possible between the project experience and expected Learning Outcomes. This has been implemented as follows:

- As much non-essential work as possible has been removed from the course.
- More time has been allotted for assignments that benefit from it.
- Additional project "scaffolding" has been designed into the course, reducing duplication of work effort.
- Additional in-class lab time has been apportioned to working with the students to ensure technical requirements are met to the greatest degree possible.

- Though no formal data has been collected since these changes have been implemented, informal data gathering from the Spring 2023 semester suggests that the changes have proven successful, with nearly all students final scores for the section of the project comparable to this assessment landing in the 95-100% range.

A. Outcome #4

Apply graphic design principles in the ideation, development, and production of visual messages.

B. Measure (Outcome #4)

Promotion project assigned in ARTC-1317 Design Communication I.

The student develops a comprehensive brand promotion program from concept to completion, including the following key elements: a logo, 2 in-store signs. 3 (digital) display ads, an outdoor billboard, and a (Web) landing page. The solution designed by the student should visually:

- Establish a brand and brand tone.
- Promote brand awareness for their client.
- Extend the brand messaging into the various touchpoints noted above.

Students are assessed on their ability to meet creative, messaging, and design expectations for the project.

C. Target (Outcome #4)

70% of the students score 400 points or better out of the 500 points available for the final items (Logo, In-Store Signs (2), Display Ads (3 Sizes), Outdoor, Landing Page).

D. Action Plan (Outcome #4)

Data to be collected from all sections of ARTC 1317 during the Fall of 2022.

E. Results Summary (Outcome #4)

PT. RANGE	TOTAL	% OF TOTAL	
	27		
450-500 (A)	25	92.50	
400-449 (B)	—	0.00	
350-399 C)	—	0.00	
300-349 (D)	—	0.00	
0-299 (F)	2	7.50	
			% OF STUDENTS SCORING 400 PTS. OR BETTER = 92.5%
			GOAL: 70% of the students score 400 points or better out of the 500 points available for the final items.

F. Findings (Outcome #4)

The success metrics were met for this assessment.

G. Implementation of Findings

This assignment has been a Capstone project for this course for the last 5-6 years, and its delivery method (a series of milestone turn-ins over the course of the last 2/3 of the semester, based on individual knowledge units, that culminate in the larger overall final presentation) has proven to be successful and the data confirms this. There is no plan to change this coursework at the current time. In the future, a different assessment should be considered to insure we are delivering on the same Learning Outcome in other classes within the program.

Continuous Improvement Plan

Date: February 27, 2024

Name of Program/Unit: Communication Design **(**AAS – Communication Design - User Experience Design Track)

Contact name: Richard Jean LeBlanc, Jr. **Contact email:** rleblanc@collin.edu **Contact phone:** 972.881.5114

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	**B. Measure(s)** Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	**C. Target(s)** Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.	Mobile Design & Usability assignment in IMED 1316 Web Design I.	70% of students score 80% or better on project.
Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.	Website Analysis project assigned in IMED 1316 Web Design I.	70% of students score 400 points or better out of the 500 total points available for this project.
Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.	Rapid Prototyping assignment in UXUI 1371 Prototyping and Usability Testing I.	70% of students score 80% or better on project.

Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.	Final Presentation from ARTC-1359 Visual Design for New Media.	80% of students score 75% or better on project.

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes

A. Outcome #1	
Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.	
B. Measure (Outcome #1)	**C. Target (Outcome #1)**
Mobile Design & Usability assignment in IMED 1316 Web Design I. The student creates a mobile version of a web site that must reflect the scope and complexity of the original desktop site on which the mobile version is based. Students are assessed on how well they address (human-centric) usability specifically for use on mobile devices, including: readability, use of appropriate conventions, and implementation of applicable menu and navigational devices.	70% of students score 80% or better on project.

D. Action Plan (Outcome #1)

Data collected from all sections of IMED-1316 during Fall of 2022.

E. Results Summary (Outcome #1)

% RANGE	TOTAL	% OF TOTAL	
	25		
90-100 (A)	20	80.00	
80-89 (B)	2	8.00	
70-79 (C)	0	0.00	
60-69 (D)	0	0.00	
0-59 (F)	3	12.00	* Of the 3 total F's for this assignment, 3 students made no submission.
			% OF STUDENTS SCORING 80% OR BETTER = 88%
			GOAL: 70% of students score 80% or better on project.
The following data does not include "non-submits" as noted above.			
% RANGE	**TOTAL**	**% OF TOTAL**	
	22†		† Does not include students who made no submission.
90-100 (A)	20	63.00	
80-89 (B)	2	16.00	
70-79 (C)	0	21.00	
60-69 (D)	0	0.00	
0-59 (F)	0	0.00	
			% OF STUDENTS SCORING 80% OR BETTER = 100%
			GOAL: 70% of students score 80% or better on project.

F. Findings (Outcome #1)

The success metrics were met for this assessment, even accounting for students who made no submission whatsoever to the project. That number of non-submits is concerning, despite the overall success of students in this assessment.

This assignment has traditionally consisted of self-guided student work over a number of weeks. While the instructor did have the students "check in" during the course of the project, individual milestones were not specifically assigned or graded. It is believed that this format led to students with low self-direction to fall behind enough to abandon the project completely.

G. Implementation of Findings

In the semesters since this data for this assessment was collected, the assignment in question has been retooled to include individual graded milestones for the project (instead of a "balloon" turn-in where all materials were due at the conclusion of the development period). This has resulted in keeping the students more "on task" and minimization of assignment abandonment.

A. Outcome #2

Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.

B. Measure (Outcome #2)

Website Analysis project assigned in IMED 1316 Web Design I.

The student selects a Web site and analyzes the design for the following:

- Hierarchy/flow of content
- Conventions/expectations for interaction
- Clarity and scannability of the content

The students provide their findings on a form supplied by the instructor.

Based on their findings, the student creates an XD wireframe showing how the page could improve hierarchy, better utilize conventions, and be more clear and/or scannable,

Students are assessed on the depth of analysis, the quality of the insights generated, and their ability to apply those insights into the design of the wireframe execution.

C. Target (Outcome #2)

70% of students score 400 points or better out of the 500 total points available for this project.

D. Action Plan (Outcome #2)

Data collected from all sections of IMED-1316 during Fall of 2022.

E. Results Summary (Outcome #2)

PT. RANGE	TOTAL	% OF TOTAL	
	25		
450-500 (A)	17	68.00	
400-459 (B)	4	16.00	
350-399 (C)	1	4.00	
300-349 (D)	—	0.00	
0-299 (F)	3	12.00	* Of the 3 total F's for this assignment, 3 students made no submission.
			% OF STUDENTS SCORING 80% OR BETTER = 79%
			GOAL: 70% of students score 400 points or better out of the 500 total points available for this project.

The following data does not include "non-submits" as noted above.

PT. RANGE	TOTAL	% OF TOTAL	
	22		† Does not include students who made no submission.
450-500 (A)	17	77.00	
400-459 (B)	4	18.00	
350-399 (C)	1	5.00	
300-349 (D)	—	0.00	
0-299 (F)	—	0.00	
			% OF STUDENTS SCORING 400 PTS. OR BETTER = 94%
			GOAL: 70% of students score 400 points or better out of the 500 total points available for this project.

F. Findings (Outcome #1)

The success metrics were met for this assessment, even accounting for students who made no submission whatsoever to the project. That number of non-submits is concerning, despite the overall success of students in this assessment.

This assignment has traditionally consisted of self-guided student work over a number of weeks. While the instructor did have the students “check in” during the course of the project, individual milestones were not specifically assigned or graded. It is believed that this format led to students with low self-direction to fall behind enough to abandon the project completely.

G. Implementation of Findings

In the semesters since this data for this assessment was collected, the assignment in question has been retooled to include individual graded milestones for the project (instead of a "balloon" turn-in where all materials were due at the conclusion of the development period). This has resulted in keeping the students more "on task" and minimization of assignment abandonment. Specifically, this assignment now consists of three specific component assignments/milestones: 1) analysis, 2) directives/suggestions, 3) execution/prototypin.

A. Outcome #3

Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.

B. Measure (Outcome #3)

Rapid Prototyping assignment in UXUI-1371 Prototyping and Usability Testing I.

The student will complete an end-to-end rapid prototyping of a design for a mobile-based app. The student will:

- Provide a high-level statement and description of their product/project.
- Construct a User Journey Map.
- Create a paper prototype.
- Test their paper prototype on another user and make refinements to the paper prototype.
- Create a digital prototype based on their paper prototype.
- Test their digital prototype on another user and make refinements to their digital prototype.
- Reflect on their design process and compare & contrast the pros and cons of paper prototyping vs. digital prototyping.

Students are assessed on their ability to effectively bring the prototype from concept to final prototype, and the ability to communicate the findings and insights gained during the course of the project.

C. Target (Outcome #3)

70% of students score 80% or better on project.

D. Action Plan (Outcome #3)

Data collected from all sections of UXUI-1371 during Fall 2022 semester.

E. Results Summary (Outcome #3)

% RANGE	TOTAL	% OF TOTAL	
	14		
90-100 (A)	12	86.00	
80-89 (B)	0	0.00	
70-79 (C)	0	0.00	
60-69 (D)	0	0.00	
0-59 (F)	2	14.00	* Of the 2 total F's for this assignment, 2 students made no submission.
			% OF STUDENTS SCORING 80% OR BETTER = 86%
			GOAL: 70% of students score 80% or better on project.

% RANGE	TOTAL	% OF TOTAL	
	12†		† Does not include students who made no submission.
90-100 (A)	12	100.00	
80-89 (B)	0	0.00	
70-79 (C)	0	0.00	
60-69 (D)	0	0.00	
0-59 (F)	0	0.00	
			% OF STUDENTS SCORING 80% OR BETTER = 100%
			GOAL: 70% of students score 80% or better on project.

It should be noted that the work for the assignment (completed during a single 6-hour class session) was team-based and the metrics for the assignment were completion based. Therefore, if the team completed the step and submitted successfully, all students received a score of 100 points.

Students gained direct, measurable experience with the Learning Outcome ("Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.").

Additional (individual, graded) follow-up assignments applied the knowledge gained through this assessment, but no data was collected from those assignments.

F. Findings (Outcome #3)

The success metrics were met for this assessment.

G. Implementation of Findings

This project will continue to be used as an "end-to-end" experience that covers the Learning Outcome ("Produce prototypes for websites and software applications using industry standard methods, tools, and techniques."). However, additional individual, performance-based assessments may be required to assure that we are truly delivering on this Learning Outcome.

A. Outcome #4

Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.

B. Measure (Outcome #4)	**C. Target (Outcome #4)**
Final Presentation from ARTC-1359 Visual Design for New Media. In this Final Presentation for the semester, the student presents the designs they created for their client (in the smaller projects created they throughout the semester) framed as a pitch to a client. The student is assessed on their ability to apply the various design components created during the semester, as well as functionality and usability considerations (i.e., user experience) for the (desktop) portal, and mobile and wearable apps designed for the client.	80% of students score 75% or better on project.

D. Action Plan (Outcome #4)

Data collected from all sections of ARTC-1359 during Fall 2022 semester.

E. Results Summary (Outcome #4)

% RANGE	TOTAL	% OF TOTAL	
	11		
75-100%	10	91.00	
0-74%	1	9.00	
			% OF STUDENTS SCORING 75% OR BETTER = 91%
			GOAL: 80% of students score 75% or better on project.

F. Findings (Outcome #4)

The success metrics were met for this assessment.

G. Implementation of Findings

In subsequent semesters, this assignment has continued to deliver on the Learning Outcome and will likely continue as the anchor project for this course (for the near future, at least).

It should be noted, additional "precursor" course material and assignments have been added leading up to this assignment—taking what was already a successful course and making the content more "robust," continuing to keep the class relevant and provide as much knowledge as possible around this Learning Outcome.

Continuous Improvement Plan

Date: February 27, 2024 **Name of Program/Unit:** Communication Design **(**ESC - Motion Graphics, Level 3 Certificate)

Contact name: Richard Jean LeBlanc, Jr. **Contact email:** rleblanc@collin.edu **Contact phone:** 972.881.5114

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	**B. Measure(s)** Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	**C. Target(s)** Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Create video and motion graphics elements, sequences, and presentations using industry-standard tools.	Short Film Project assigned in *ARTV-1351 Digital Video* (incorporating comprehensive skills demonstration for course).	80% of students score 250 pts. or better, based on 300 pt. rubric for project.

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

A. Outcome #1
Create video and motion graphics elements, sequences, and presentations using industry-standard tools.

B. Measure (Outcome #1)	C. Target (Outcome #1)
Short Film Project assigned in ARTV-1351 Digital Video (incorporating comprehensive skills demonstration for course). Based on a script written by the student, the student will storyboard, shoot, and edit a narrative short-form video sequence that includes opening and closing title credits. Students are assessed on their proficiency in applying the various visual, narrative, and technical requirements for the project.	80% of students score 250 pts. or better, based on 300 pt. rubric for project.

D. Action Plan (Outcome #1)

Assessment data to be collected during Fall 2022 and Spring 2023 semesters for students enrolled in ARTV-1351 Digital Video pursuing ESC - Motion Graphics, Level 3 Certificate during those semesters.

E. Results Summary (Outcome #1)

No students pursued this certificate during the Assessment Period, so no data was collected.

F. Findings (Outcome #1)

The lack of demand for this program warranted additional department discussion of whether this award should continued to be offered or not.

G. Implementation of Findings

Though demand for this award relatively low, it is nonetheless a valued offering for those who have chosen to pursue it. Continuing to offer the certificate does not place any undue burden on the department as it is mainly comprised of courses offered in other programs.