

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

EXECUTIVE SUMMARY (COMPLETE THIS SECTION LAST)

Briefly summarize the topics that are addressed in this program review, including areas of strengths and areas of concern.

WHAT DOES OUR PROGRAM DO?

The Communication Design program at Collin College equips students with the essential skills and knowledge needed for careers in graphic design, advertising & art direction, and User Experience (UX) and User Interface (UI) design. The program blends theoretical foundations with hands-on learning, utilizing industry-standard tools such as Adobe Creative Suite to ensure students are well-prepared for the workforce. Through a curriculum that emphasizes both creativity and technical proficiency, students gain experience in areas like typography, branding, digital media, and user-centered design, engage in “real-world” projects, and develop a strong portfolio. The program fosters critical thinking, problem-solving, and innovation, positioning graduates for success in a competitive design industry. *(See pp. 7-13.)*

SUPPORT OF COLLEGE MISSION STATEMENT

Collin College's Communication Design program aligns with the college's mission by fostering community engagement, equipping students with valuable skills, and encouraging ethical and intellectual growth.

- **Community-centered Institution.** The Communication Design program actively engages with the local design community through adjunct faculty and advisory committee members who bring industry expertise into the curriculum. Students and faculty participate in SkillsUSA and various design competitions, enhancing visibility and fostering community pride. Additionally, faculty members collaborate with local educators and industry professionals, providing guidance to students and strengthening ties with the broader design industry.
- **Developing Valuable Skills.** As a workforce-oriented program, Communication Design focuses on problem-solving, critical thinking, and technical proficiency in design software and production. Coursework incorporates real-world projects, usability testing, and iterative design processes to prepare students for industry expectations. Portfolio development showcases students’ abilities, demonstrating their readiness for careers in graphic design, user experience, and related fields.

- **Strengthening Character, Challenging the Intellect.** Through participation in SkillsUSA and ethics-based coursework, students develop leadership, teamwork, and critical decision-making skills. Assignments emphasize ethical considerations in design, including copyright laws, AI usage, and industry practices, challenging students to think critically about their professional responsibilities. These experiences cultivate well-rounded professionals who are both technically skilled and ethically aware.

SUPPORT OF COLLEGE STRATEGIC PLAN

In alignment with the College's strategic plan, the Communication Design program maximizes college resources through improved classroom scheduling, expanding course availability, and ongoing restructuring to increase lab and studio spaces. With growing student enrollment, the department is preparing to separate the UX program from Graphic Design, allowing for dedicated curricular development. In addition to expanding program offerings, the department is working to enhance articulation agreements and streamline transfer opportunities for students. The program's future curriculum expansion includes the planned addition of new courses in both UX and Graphic Design, with a full rollout scheduled for Fall 2025. By continually aligning course learning outcomes with employer expectations, the department is committed to providing a comprehensive education that meets both student and workforce needs.

PROGRAM RELATIONSHIP TO STUDENT DEMAND

The Communication Design program has experienced significant growth in student demand, as evidenced by a near doubling of awarded degrees and certificates in the current five-year cycle compared to the previous one. Key factors driving this success include curriculum realignment, automated awarding of earned certificates, and students pursuing multiple awards across Graphic Design and User Experience Design.

Enrollment trends in core program courses indicate increasing student interest, reinforcing the need for additional course sections, faculty, and specialized facilities. The upcoming program separation into distinct Graphic Design and User Experience Design tracks is expected to further drive demand.

The program also exhibits strong student diversity, surpassing county averages for Asian student representation while maintaining a balanced gender ratio that aligns with industry trends. However, opportunities exist to improve Black or African American student enrollment.

Overall, the program's sustained growth and demographic trends suggest a need for continued investment in faculty, infrastructure, and targeted outreach efforts. *(See pp.23-26.)*

PROGRAM RELATIONSHIP TO MARKET DEMAND

The Communication Design program at Collin College is highly attuned to the market demand for creative professionals in the advertising and design industries, particularly in the Dallas-Fort Worth-Arlington (DFW) area. Employers are actively hiring program graduates for key roles such as Graphic Designer, UX Designer, Art Director, and User Experience Designer, with recent alumni securing positions at prominent companies like JPMorgan Chase,

Neiman Marcus, and The Décor Group. The region's dynamic job market for design professionals is bolstered by its status as a major business hub, with a growing concentration of industry leaders, alongside numerous opportunities in the expanding UX design sector. Additionally, DFW's reputation as a top-tier advertising market ensures that local graduates are well-positioned to compete nationally and internationally. *(See pp.34-38.)*

The outlook for design professionals in Texas is promising, with the state seeing faster-than-average growth in key fields. According to O*NET, demand for Graphic Designers, Art Directors, and Web and Digital Interface Designers is projected to grow significantly in Texas, outpacing national growth rates. Collin County's robust job growth further underscores the area's thriving economy, with the DFW Metroplex continuing to attract major corporations such as Toyota and Charles Schwab, many of which have in-house design teams. The program's hands-on training, real-world projects, and mentorship have empowered graduates to succeed in both corporate and freelance roles, with many advancing to leadership positions within their organizations. As the market for design professionals continues to expand, Collin College's Communication Design program remains a key resource for developing industry-ready talent.

EFFECTIVENESS OF CURRICULUM

Reduction of Barriers to Completion

The Communication Design program at Collin College has made significant strides in improving completion rates and removing barriers for students. The number of awards issued has nearly doubled over the past five years, aided by curriculum adjustments and procedural changes. These include aligning Certificate Level 1 credit hours with state educational standards and automating the awarding of certificates, which previously required student petitions. Furthermore, many students pursue dual tracks in Graphic Design and User Experience Design, leading to multiple awards. Enrollment data shows increased student interest, with a notable rise in participation across both programs, especially in recent years, reflecting the growing demand for these fields. *(See pp.41-53.)*

In anticipation of continued growth, the program is planning to expand course offerings, recruit additional faculty, and invest in enhanced facilities and equipment to meet the needs of a larger student body. Student support initiatives have been strengthened, such as Group Advising Sessions for first-semester students, which provide essential information about the program's structure, course sequencing, and career preparation. These efforts, along with individualized advising, ensure that students receive the guidance necessary to stay on track for timely completion. *(See pp.50,52.)*

Evidence of Meeting Institutional Standards

On the whole, the program meets the standards laid out by the college, with a couple outliers. Disparities in completion rates between Communication Design and Animation & Game Art students in foundational courses ARTC 1305 and ARTC 1325 have been linked to misaligned expectations and frequent major changes, prompting curriculum revisions to better align course content with each program's needs. Additionally, courses with a high number of working professionals enrolled in them continue to show variability due to those students' external commitments, leading the program to implement strategic adjustments to try to ensure better completion rates. *(See pp.43-46.)*

Evidence the Curriculum is Current

Collin College's Communication Design program offers a focused, career-ready pathway in graphic design and user experience design, with a curriculum that is regularly updated to reflect industry trends. The Collin College Communication Design program is aligned with the Texas Higher Education Coordinating Board (THECB) Workforce Education Course Manual (WECM) guidelines, ensuring that the curriculum meets workforce standards and prepares students for immediate entry into the design field.

On the whole, the Program feels that the education it provides is superior to most 2-year programs in the area when it comes to balancing creative and critical thinking abilities with technical knowledge. *(See pp.55-63.)* Furthermore, while area 4-year offerings from the likes of UNT, TCU, and TWU offer broader programs with additional course requirements and longer duration, Collin's approach remains more efficient and cost-effective, with Collin maintaining a much higher ratio of field-of-study courses to all courses required, when comparing to these 4-year programs. *(See pp.64-83.)*

Furthermore, despite the growing popularity of online education, Collin College continues to prioritize in-person, hands-on learning to better equip students with the collaborative skills and access to tools essential for success in the design industry.

Advisory Committee Membership and Guidance

The Collin College Communication Design Program's Advisory Committee includes industry professionals from diverse fields such as creative direction, art direction, and UX design. Members offer valuable insights on classroom methodologies, technical advancements, soft skills, and portfolio expectations to ensure the program aligns with industry needs. *(See pp.83-87.)*

Key areas of feedback include:

- Preparing students for current work environments.
- Incorporating the latest industry tools and practices.
- Emphasizing the importance of professional online portfolios and social media presence.
- Guiding the ethical and effective use of Artificial Intelligence (AI) in design work. The committee supports AI as a tool to enhance creativity and workflow, advocating for students to develop strong critical thinking and ethical awareness in AI usage.

Additionally, the User Experience Exploratory Committee formed in Fall 2024 focuses on curriculum development for a future User Experience Design program, addressing critical UX industry trends like collaboration, research, accessibility, and ethical design practices.

Over the past five years, the Communication Design Advisory Committee and the User Experience Exploratory Committee have made several key recommendations:

- Addition of User Experience Design: The inclusion of UX Design in the program, including renaming the AAS from Graphic Design to Communication Design and introducing UX-specific options, was approved in Spring 2019 and active from Fall 2020.
- Curriculum Updates: Significant updates included revising Enhanced Skills Certificates (ESCs), introducing new UX and Graphic Design options, and changing course structures to improve student flow and scheduling.
- Separation of Programs: Recommendations were made to separate Graphic Design and User Experience into distinct departments and awards, expected to be fully implemented by Fall 2026.
- Course Additions and Deletions: Numerous course updates were proposed to address curriculum gaps, including new UX-specific courses (e.g., UX Research, Interaction Design) and the elimination of outdated or overlapping courses.

These changes aim to enhance program competitiveness, streamline course offerings, and better prepare students for the workforce.

EVIDENCE THE PROGRAM IS WELL MANAGED

The Communication Design program is well-managed, with a balanced mix of full-time and adjunct faculty, currently at a 50/50 ratio. Faculty numbers have increased in response to program growth, with plans to hire additional full-time instructors in the next 2-3 years, especially as Graphic Design and User Experience programs are separated. The program shows strong student success, with higher-than-average grades in program-specific courses and generally good completion rates, though some foundational and limited-enrollment courses experience challenges that are being addressed through curriculum revisions. Integration of core education courses is carefully structured to support timely student completion. *(See pp.95-100.)*

Student satisfaction is high, reflected in increasing enrollment, positive survey feedback, and enthusiastic testimonials about faculty. Complaints are rare and addressed promptly, leading to ongoing improvements in the program's structure and delivery. *(See pp.100-101.)*

HOW WELL ARE WE COMMUNICATING?

The Communication Design department has significantly improved its communication with students and prospective students by overhauling and expanding its collateral materials in Spring 2022. New documents, such as FAQs, marketable skills sheets, track overviews, and course outline flowcharts, have been created and are distributed both digitally and in-person at outreach events. These resources, especially the flowcharts, have been praised for their clarity and utility, and are now posted in classrooms and available in labs.

In addition to written materials, the department introduced Group Advising Sessions in Fall 2023 for first-semester students, providing essential information on course planning, workforce preparation, and portfolio development. Building on this success, the department is developing short advising videos to further streamline the advising process. Starting in Fall 2025, "Open House" advising events will offer additional opportunities for students to connect with faculty, adjust schedules, and gain more detailed information about their academic and career paths. *(See pp.103.)*

PARTNERSHIPS & RESOURCES

The Communication Design program at Collin College benefits from a variety of partnerships that strengthen both student learning and career readiness. These include collaborations with the Dual Credit/P-12 Partnerships Office to offer dual-credit opportunities, Workforce Program Coaches who provide academic and career guidance, and the Campus Technology Department, which ensures the program has up-to-date software and reliable equipment. The program also works with third-party vendors like NovaTech for printer maintenance, and engages with the Technology, Exploration & Career Center EAST at Lewisville ISD to attract future students. Additionally, participation in SkillsUSA allows students to showcase their talents, while the Communication Design and User Experience Advisory Committees, consisting of industry representatives from companies like Vari, Baylor Scott & White, and JPMorgan Chase, provide invaluable insights and job opportunities, helping students refine their portfolios and gain direct pathways to employment.

PROFESSIONAL DEVELOPMENT

Faculty consistently engage in a variety of professional development opportunities that strengthen both their industry expertise and instructional effectiveness, including immersion in industry projects, keeping current with industry standards through conferences and workshops, and expanding knowledge in specialized topics. Faculty also engage in training to improve teaching methods and curriculum development, network with professionals at industry events, and pursue continuous learning opportunities. These activities ensure faculty remain adaptable and equipped to provide students with the most up-to-date, relevant education.

FACILITIES & EQUIPMENT

The graphic design industry's rapid technological advancements require constant equipment updates to keep pace with evolving software and tools. To stay competitive, the department must refresh its hardware every 3-4 years, ensuring students have access to the latest technology. As the program grows, the need for additional lab space and equipment is critical to support increasing enrollment and the demand for more course sections, with a planned expansion to five lab classrooms to meet these needs.

HOW CIPS HAVE CONTRIBUTED TO SUCCESS

Over the past five years, the program has made significant improvements based on feedback and assessment outcomes. In the 2022 assessment cycle, the focus shifted to aligning with Program Learning Outcomes (PLOs) for both Graphic Design and User Experience Design tracks. Key improvements included revising course structures to better integrate style concepts and technical skills, enhancing industry-standard technical proficiency, and refining course materials to meet evolving student needs. Additionally, findings from the most recent assessment cycle have prompted further course-level changes, such as restructuring assignments to include graded milestones, improving project scaffolding, and adding individual performance-based assessments to better track student progress and engagement. *(See Section X, beginning on p.109.)*

PLANNING FOR IMPROVEMENT

As the Communication Design Program looks forward to the next five years, at a program level, it will seek to:

- Continue to leverage its deeply experienced faculty and strong, expanding curriculum to further enhance its growing reputation and state-of-the-art facilities, ensuring graduates are well-prepared for industry demands.
- Seize opportunities provided by the planned separation of the Graphic Design and User Experience programs to expand program course offerings, while creating lateral opportunities for the Animation & Game Art program to address completion barriers for their students.
- Improve communication with advisors to ensure students are well-informed about the program's parameters.
- Explore new industry partnerships to enhance opportunities for current and graduating students.

At an educational level, the program will continue to focus on Program Learning Outcomes and Course-level Student Learning Outcomes to ensure that we maintain our high standard in the program for students to create innovative and creative solutions that make them more desirable job candidates, while demonstrating a high-level of understanding and professionalism in regards to the evolving technical skills demanded by the industry.

I. PROGRAM AND ITS CONTEXT

A. Describe the program, its relationship to the college, and the community it serves.

ABOUT THE PROGRAM/PROGRAM PURPOSE

For nearly 30 years, the Communication Design program at Collin has offered exceptional education in the creative service fields of graphic design, art direction, Web design, production art, and user experience design. The program maintains professional-level standards supported by industry-experienced instructors, leading-edge technology and techniques, and collaboration with the industries' top companies and professionals.

The program's balanced approach blends theory and technique, ensuring our students' success now and throughout their careers. We provide students the opportunity to obtain the skills, savvy, and knowledge that will set them up for success in a highly-competitive creative industry, as evidenced by our graduates' entry into some of the top creative services companies.

As a workforce program, the departments' awards are designed to prepare students for their respective industries in an efficient format through focused curriculum. The Communication Design Department administrates two Communication Design Programs—a Graphic Design program and a User Experience (UX) Design program. Though they share an Associate of Applied Science (AAS) degree, they offer individualized Level 1 and Level 2 Certificates, supported by a related Enhanced Skills Certificate (ESC) in Motion Graphics.

Collin's Communication Design program offers two distinct program offerings through shared AAS degree with separate “tracks” (as well as through distinct Certificates Levels 1 and 2.

- **Graphic Design.** The Graphic Design track prepares the student for careers in branding, packaging, advertising, commercial art, and visual communication.
- **User Experience (UX) Design.** The User Experience (UX) Design track prepares students to serve in UX roles across an increasing span of industries and applications, developing websites, mobile applications, services, and products.

The Collin College Communication Design program is uniquely positioned to serve the dynamic and growing Dallas-Fort Worth region. The area boasts a vibrant economy with a high concentration of businesses and organizations that rely heavily on visual communication. Graduates of the program are well-prepared to fill critical roles in the region, including design studios, advertising agencies, digital design firms, and in-house creative teams across various sectors. The program's focus on industry-relevant skills and its location within a major metropolitan area provide students with excellent opportunities to connect with potential employers and launch successful careers in the heart of North Texas.

B. Describe the following points as applicable:

1. Program's purpose

MISSION STATEMENTS

Developed in collaboration with our Advisory Committee, the Communication Design program has an overarching department Mission Statement, from which targeted program mission statements were created.

- **Communication Design Department Mission Statement.** The Communication Design Department is committed to student success in the visual creative fields. We accomplish this through providing excellent teaching and learning emphasizing traditional design principles, creative innovation, critical thinking, technical skills, and professionalism.
- **Graphic Design Program Mission Statement.** The Graphic Design Program is committed to student success in the fields of advertising and graphic design. We accomplish this through providing excellent teaching and learning emphasizing traditional design principles, visual communication, creative innovation, critical thinking, technical skills, and professionalism.

- **User Experience Design Program Mission Statement.** The User Experience Design Program is focused on equipping students with the skills needed to excel in user-centered design. We provide an education that emphasizes user research, design thinking, strategic problem-solving, technical competency, and professional readiness.

If the program has a purpose/mission statement, upload it in section I.B.1. of the Appendix.

2. Program’s learning outcomes and marketable skills

PROGRAM LEARNING OUTCOMES

Marketable Skills

Upon completion of the AAS – Communication Design or a Level 2 Certification in Graphic Design or User Experience Design, students will be prepared to:

- Develop multiple concepts based on given parameters not limited to branding, art direction, promotions and digital applications.
- Produce visual solutions within given parameter based on applied knowledge of design principles and concepts not limited to composition, color, typography, imagery and visual communication.
- Execute design solutions based on given parameter utilizing professional industry-level standards. This includes industry-leading hardware, software, peripheral equipment and/or non-computer-based executions methods.
- Use critical thinking to develop and deduce the best solutions, conclusions or approaches to given problems.
- Effectively communicate ones and/or teams’ ideas clearly and professional whether orally, written and/or in a visual presentation format.
- Comprehend and interpret orally presented or written information to provide appropriate actions, feedback or questions.
- Effectively manage one’s own time and the time of others to meet given parameters. Additionally, estimate the time required to execute a given task.
- Work independently or with others to achieve group goals.

- Engage effectively and respectfully with others. Receive and provide constructive criticism. Work ethically, responsibly, and conscientiously.

Program Learning Outcomes: Graphic Design

Graphic Design is a problem-solving practice that uses applied aesthetics in order to communicate specific messages to specific audiences. The practice of graphic design is integral to business applications like corporate communication, publishing, environmental design, advertising, packaging, product design, and digital design industries like Web, mobile and interface design. Graphic Designers apply their artistic skills and knowledge to shape visual messages that engage and communicate effectively with the intended audiences, helping the world communicate visually. Essentially, anything that uses text and/or images to convey a message is considered to be a graphic design application.

- The Graphic Design track prepares the student for careers in branding, packaging, advertising, commercial art, and visual communication.
- The Graphic Design Track emphasizes strong concept development and production techniques, while exploring applications including logo design and brand identity, collateral design, advertising, packaging, promotion, and Web development.
- Common Graphic Design projects include Logo Design, Brand Development, Stationery, Promotion Graphics, Catalogs, Books, Magazines, Brochures, Annual Reports, Packaging, Signage, Web Sites, User Interfaces, Advertising Campaigns, Commercials, and Motion Graphics.

Program Learning Outcomes for AAS - Communication Design — Design Track

(as well as the related Level 1 and Level 2 Certifications)

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

Program Learning Outcomes: User Experience Design

User Experience Design (UX) Design is a human-centered design practice that applies strategic thinking and user insights to shape the way users interact with and experience products, systems, and services. UX Design prioritizes utility, ease of use, and efficiency, ultimately aiming to create seamless and satisfying user journeys. This comprehensive program equips them to pursue diverse UX roles across a wide range of industries and applications, from crafting intuitive web interfaces and engaging mobile apps to designing user-friendly services and innovative products. Essentially, any system or touchpoint that users interact with can benefit from thoughtful UX Design principles.

- The User Experience (UX) track prepares students to serve in UX roles across an increasing span of industries and applications, developing web sites, mobile applications, services, and products.
- The UX Design Track focuses on a human-centric approach to seeing a project from ideation to final design, using industry-standard practices and methods, including user research, project planning and development, prototyping and usability testing, to deliver digital experiences across different platforms.
- Common User Experience Design projects include: Mobile Apps, Web Sites, Ecommerce Platforms, Digital Publications, Lead Generation Campaigns. Product Interfaces & Controls, and Software Programs.

Program Learning Outcomes for AAS - Communication Design — User Experience Track

(as well as the related Level 1 and Level 2 Certifications)

- Utilize Human Centered Design to develop and deliver designs for websites and software applications.
- Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.
- Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.
- Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.

Upload the program’s Program Outcomes and Course Alignment (POCA) document in section I.B.2. of the Appendix.

3. Industry or industries program serves

ABOUT THE INDUSTRIES

While the practices of Graphic Design and User Experience Design share many foundational skills and areas of knowledge, they are distinct practices with their own areas of expertise, unique approaches and methodologies, differing client types, and diverse work products.

Graphic design is a problem-solving practice that uses applied aesthetics in order to communicate specific messages to specific audiences. The practice of graphic design is integral to business applications like corporate communication, publishing, environmental design, advertising, packaging, product design, and digital design industries like Web, mobile and interface design. It also appears in a countless number of iterations, including brand identity design, logo designs, brand identity, brochures, labels, fliers, Web sites, magazine ads, out-of-home advertising, banner ads, direct mail, television graphics, magazine layouts, et al. Essentially, anything that uses text and image to convey a message is considered to be a graphic design application.

User Experience (UX) Design is a problem-solving discipline focused on creating meaningful and efficient interactions between users and digital or physical products, systems, and services. UX design is essential in fields like technology, business, healthcare, and entertainment, as it helps shape how users engage with websites, mobile apps, software, and other digital platforms. This discipline also encompasses a range of practices, including user research, information architecture, wireframing, prototyping, interaction design, and usability testing. UX design can be found across various applications, from mobile interfaces and web platforms to e-commerce systems and wearable technology. Ultimately, anything that enhances user satisfaction and improves usability is considered to be an application of user experience design.

4. Career paths and/or degree paths program prepares graduates to enter

CAREER PATHS

Typically, graduates choose to pursue one of the four following Career Path options after completing the program.

- **Design Studios:** Graduates are well-prepared for roles in design studios, where they can collaborate on a wide range of creative projects, from branding and identity to print collateral and digital graphics.
- **Advertising & Promotional Agencies:** The program equips students with the skills and knowledge to thrive in fast-paced advertising and promotional agencies, contributing to the development of creative messaging campaigns across various platforms.
- **Digital Design Firms:** Graduates versed in the principles of user experience (UX) design and can pursue fulfilling careers in digital design firms, specializing in website design, user interface (UI) design, and other digital experiences.
- **In-house Positions:** With a great number and variety of corporate headquarters based in the DFW area, many students find success working directly for these companies in design positions, where they can contribute to the development of marketing materials, branding initiatives, and the various visual communication needs required by these companies.
- **Freelance:** Some graduates choose to pursue a freelance career path, allowing them to work independently on a variety of projects for clients across different industries.

The following lists includes titles commonly pursued by Communication Design graduates in the Graphic Design and User Experience Design tracks.

Common Graphic Design Job Titles

- Creative Director
- Art Director
- Graphic Designer

Common UX Design Job Titles

- UX Strategist
- UX Architect
- UX Product Manager

- Brand Identity Designer
- Visual Image Developer
- Production Artist
- Package Designer
- Editorial Designer
- Web Designer
- Interface Designer
- Motion Graphics Designer
- UX Designer
- UX Researcher
- Experience Designer
- Visual Designer
- UI Designer
- UI Artist
- Digital Designer
- Interaction Designer
- Motion Designer

5. Regulatory standards program must meet, if applicable (e.g., THECB, Workforce, external accreditation)

REGULATORY STANDARDS

The Graphic Design and User Experience Design programs must meet Texas Higher Education Coordinating Board (THECB) - Workforce standards and Institutional accreditation standards as set forth by the Southern Association of Schools and Colleges – Commission on Colleges (SACS-COC). This includes faculty credentials, curriculum guidelines, and completion rates. There are no other external accreditation bodies for this program (programmatic accreditation).

II. PROGRAM RELATIONSHIP TO COLLEGE MISSION AND STRATEGIC PLAN

- A. Explain with evidence how the program supports the College’s mission statement: “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”**

SUPPORT OF COLLEGE MISSION STATEMENT

Collin College Mission Statement: *Collin College is a student and community-centered institution committed to developing valuable skills, strengthening character, and challenging the intellect.*

Community-centered Institution

The Communication Design program thrives on its connection to, and exchange with, the community, as evidenced by:

- **Adjunct Faculty drawn from design leaders within the community.** The Communication Design department actively engages with the community by incorporating industry experts and thought leaders as Advisory Committee members and Adjunct Faculty. These collaborations provide real-world insights that help guide the development of the program and enrich the curriculum while strengthening tied between the college and the community.
- **Participation in SkillsUSA.** Since AY23, the Communication Design Department faculty and students have been participating in SkillsUSA, a national organization that empowers students to become skilled professionals, career-ready leaders, and responsible community members. It offers competitive events, leadership opportunities, and educational programs to help students excel in their chosen fields. By participating in SkillsUSA, students have had the opportunity to showcase their talents and skills to a wider audience (especially with Collin College Communication Design Students having won Gold, Silver, and Bronze in Graphic Design at the Texas state competition, and Gold at the national competition in 2024). This has led to increased recognition for the college and its programs, and fostering a stronger sense of community pride.
- **Participation in design competitions.** Both students and faculty are encouraged to participate in design competitions in order to promote the Collin Graphic Design Program in the community. Students have participated in nationally and internationally renowned creative competitions, including the PSAid Competition, in which Collin College student Brandon Lopez won First Place in the Static Image category in 2023.
- **Engaging with other area design educators and professionals.** In the Fall of 2025, instructors from the Communication Design department were invited to, and participated in, an Advisory Panel hosted by the Graphic Design program at Lewisville ISD's Technology, Exploration, and Career Center East. As part of this panel (which included a mix of industry experts and higher education instructors related to the graphic design industry) Collin College Communication Design Professors answered questions from high school students and their parents, provided both educational and career advice, and offered ongoing advice and guidance for students and parents beyond the event.
- **Looking to industry professionals within the community to help guide the future of the program.** The Communication Design program relies heavily on the participation of professionals, both in graphic design and user experience design, by enlisting their service on the Communication Design Program Advisory Committee, and the newly established User Experience Exploratory Committee. These professionals are established in their fields and work with prominent industry companies and major brands (e.g., The Home Depot, JPMorgan Chase, First Command Financial Services, Inc., Stellus Rx, Alkami Technology, geniant, Baylor Scott & White Health, Bioworld Merchandising, Edge Imports, Lennar, Stellus Rx, TPN – The Promotion Network - Retail, and The Integer Group). When opportunity allows, we bring in industry leaders from the design community of the Dallas/Ft. Worth area to provide graduating students direct feedback regarding their portfolios.

Developing Valuable Skills

By its very nature as a workforce program, the Graphic Design curriculum focuses on developing the skillsets required for entering the workforce. Furthermore, because Graphic Design is often a problem-solving process that applies aesthetics for the purpose of communicating a specific message to a specific audience, students must understand foundational and advanced design principles and apply them to produce industry relevant work.

Specifically, students focus on the development of the following skills:

- Problem-solving and critical thinking.
- Social understanding and communication
- Aesthetic understanding and application
- Technical knowledge related to software and production

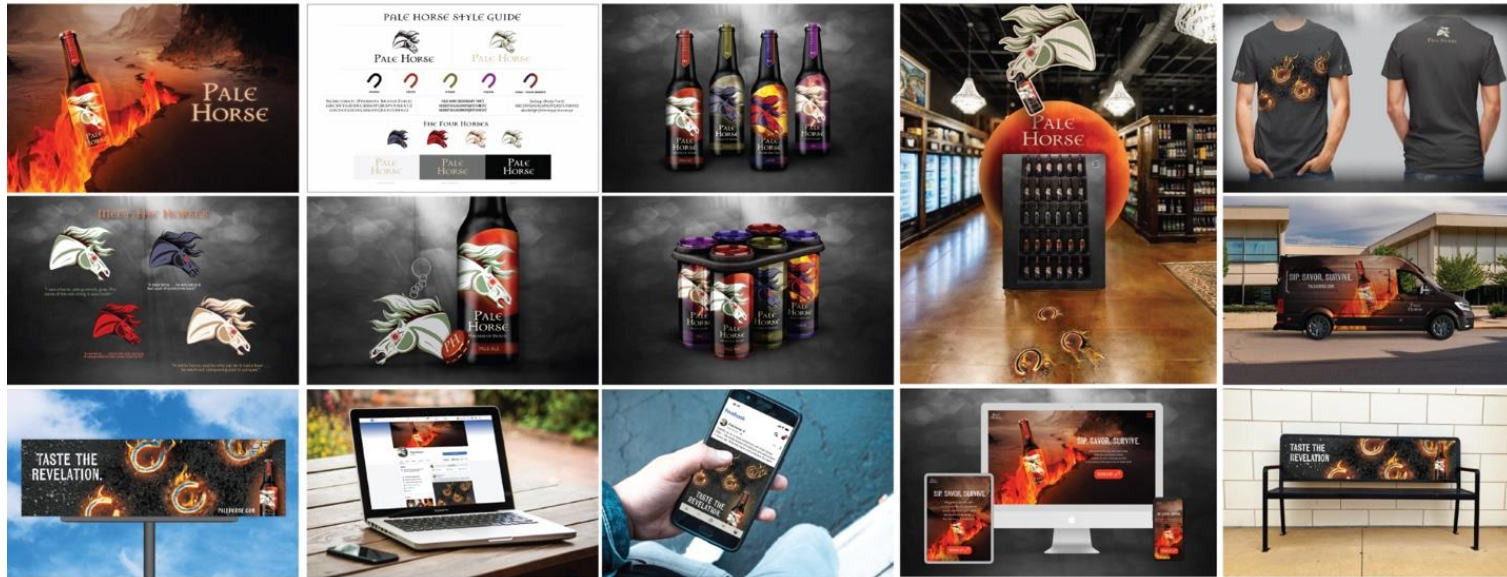
The courses within the curriculum are structured to develop these skills independently and conjunctively. Through practical applications of knowledge to “real world” visual communication projects, students strengthen their character as they learn time management, resource management, collaboration, and the incorporation of constructive criticism.

An example of these skills and this application of understanding can be seen in the following sample course assignments.

COURSEWORK ARTIFACT: ARTC-2347 DESIGN COMMUNICATION II

The following artifact is taken from a recent section of ARTC-2347 DESIGN COMMUNICATION II. In this third semester course, students are expected to develop all aspects of the assignment independently while working closely with faculty and classmates to obtain collaborative feedback, a process that mirrors industry established practices.

Sample of Full-semester Work for Single Student from ARTC 2347 Design Communication II



Comprehensive collection of work produced in a single semester by a single student in ARTC 2437 Design Communication II, Fall 2024

COURSEWORK ARTIFACT: UXUI-1371 PROTOTYPING AND USABILITY TESTING I

The following artifact is taken from a recent section of UXUI-1371 Prototyping and Usability Testing I. In this third-semester course, students work both collaboratively and individually to develop and refine design prototypes, conducting usability tests with users to gather critical insights. This process allows students to engage in real-world testing and iterative design improvement, guided by both peer and faculty feedback, a methodology that aligns with industry standards in user experience and user interface design.



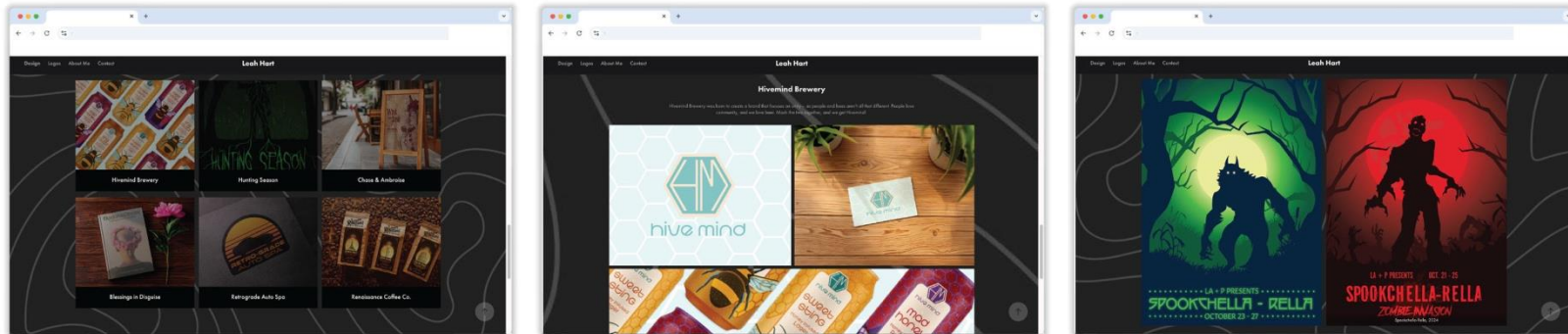
Example of student work from UXUI 1371 Prototyping & Usability Testing, Fall 2023, demonstrating industry-standard User Experience methods including Competitive Analysis (top left), User Journey Maps (top center), Task Flows (top right), Task Ideation Sketches (bottom left), Low-fidelity Wireframe Layouts (bottom middle), and Paper Prototypes used for in-person testing (bottom right).

COURSEWORK ARTIFACT: PORTFOLIO EXAMPLES

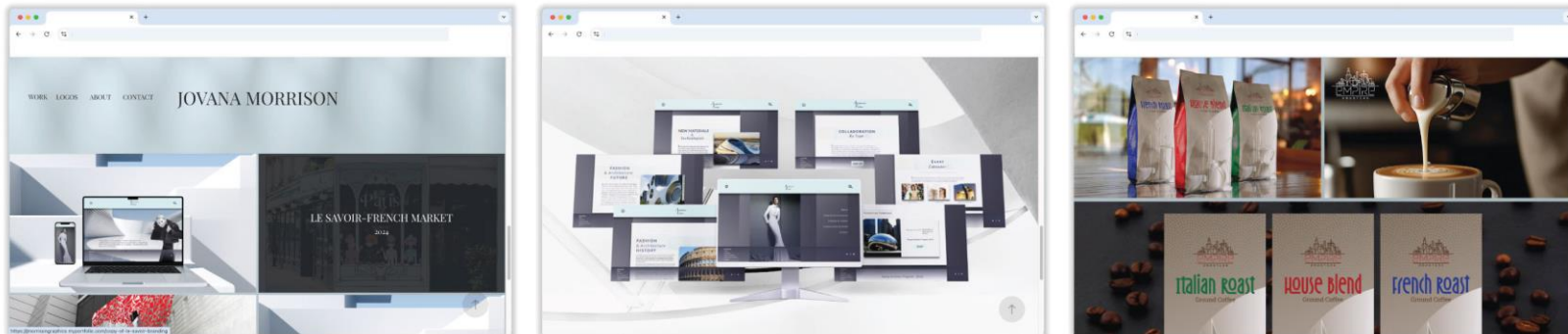
Portfolio work serves as essential evidence of our success in preparing students with the critical skills needed to thrive in the workforce. These portfolios showcase their abilities to solve problems, develop innovative and creative solutions, and apply their technical expertise—competencies highly sought after by employers. More importantly, they demonstrate their readiness to secure positions in graphic design, user experience, and related communication design fields.

For those pursuing Graphic Design awards, the end-product of the ARTC 2335 Portfolio for Graphic Design follows the Industry standard such work — a portfolio that emphasizes visual appeal and creative problem-solving, showcasing projects that demonstrate strong typography, color theory, and layout skills.

Portfolio Samples from student earning AAS Communication Design – Graphic Design Track, Fall 2024

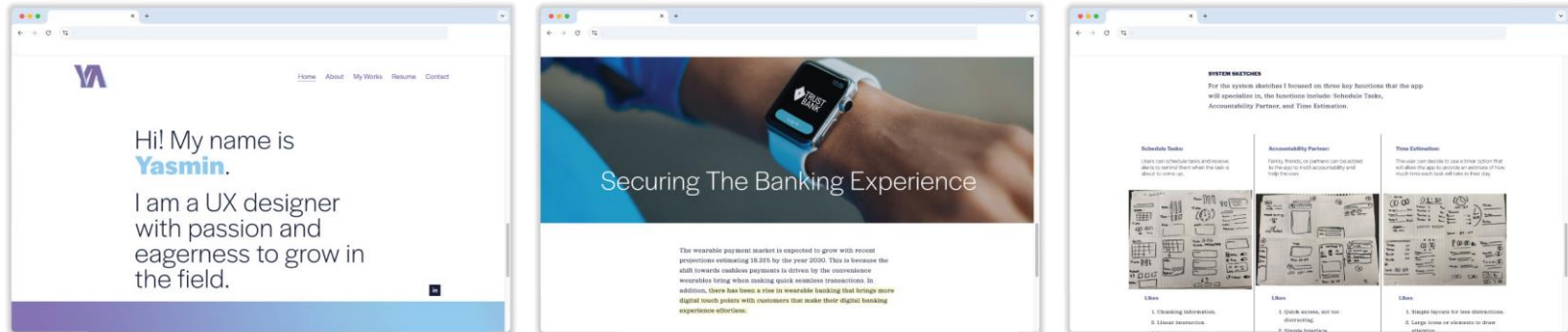


Portfolio Samples from student earning AAS Communication Design – Graphic Design Track, Fall 2024



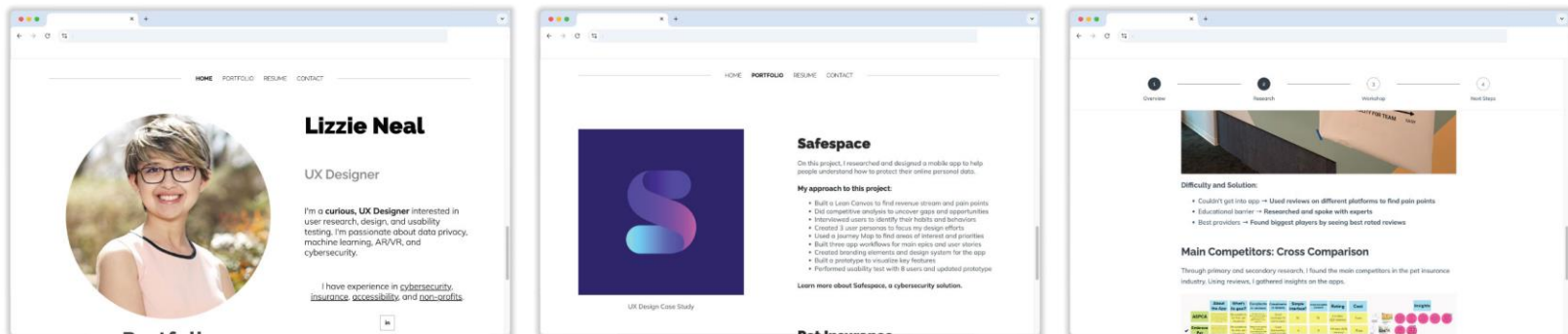
Portfolio Samples from student earning AAS Communication Design – Graphic Design Track, Fall 2024

For those pursuing the AAS Communication Design – User Experience Track or Certificate Level 2 in User Experience Design, the end-product of the IMED 2311 Portfolio Development course follows the Industry standard for such work – a Web site that collects case studies that focus on user-centered design processes, showcase research findings, wireframes, prototypes, and user testing results, and highlight the designer's ability to create intuitive and user-friendly experiences.



Portfolio Samples from student earning AAS Communication Design – User Experience Design Track, Spring 2024

Portfolio Samples from student earning AAS Communication Design – User Experience Design Track, Spring 2024



Portfolio Samples from student earning AAS Communication Design – User Experience Design Track, Spring 2023

“Collin College's UX program helped me prepare my portfolio and gave insights into different parts of the industry. The professors are always willing to answer questions and go in depth about subject matter when asked.” — Lizzie Neal, UX Design Consultant, SmoothApps (AAS in Communication Design – User Experience Design, Spring 2023)

Strengthening Character, Challenging the Intellect

STUDENT PARTICIPATION IN SKILLSUSA

- Since AY23, the Communication Design Department faculty and students have been participating in SkillsUSA, a national organization that empowers students to become skilled professionals, career-ready leaders, and responsible community members. It offers competitive events, leadership opportunities, and educational programs to help students excel in their chosen fields. By participating in SkillsUSA and their regional and national competitions have not only encouraged Collin College students to enhance their technical skills but have also cultivated personal qualities like leadership, teamwork, and problem-solving, ultimately strengthening their character and challenging their intellectual abilities.

ETHICS-BASED ASSIGNMENTS

Over the last 5 years, the department has been actively including new assignments across a number of courses that challenge students to confront, consider, reflect upon the following concerns:

- **The appropriation of imagery in and out of public domain/creative commons vs. those that are rights-managed or whose copyrights are owned by others.** Students in ARTC-1325 INTRO TO COMPUTER GRAPHICS are required to turn in an Image Manifest for their Photoshop Capstone Project, detailing the source of each image they've used, as well as the copyright status of each of those images.
- **The use of Artificial Intelligence (AI) in the creative process.** Students in ARTC 1317 DESIGN COMMUNICATION I, ARTC 2347 DESIGN COMMUNICATION II, ARTC 1349 ART DIRECTION I, and UXUI 1371 PROTOTYPING & USABILITY TESTING I are permitted to use AI within a set of permissions, limitations, and prohibitions. These are outlined in both course-wide statements and in conditions for individual assignments, forcing the students to consider the context and implications of the use of AI in their day-to-day work.
- **The ethics surrounding questionable practices like design contests, spec work, volunteer work, unpaid internships, and pro bono work.** In ARTC 1305 BASIC GRAPHIC DESIGN, in a module dedicated to Influence & Ethics, the students are required to investigate whether these practices are ethical or unethical, and explain their reasons.

B. Explain with evidence how the program supports the College's strategic plan (2020–2025 Strategic Plan).

SUPPORT OF COLLEGE STRATEGIC PLAN

Collin College Master Plan

Ensure maximum utilization of college facilities, programs, and resources.

- Physically, the department has struggled over the past 5 years to insure proper classroom space. This was relieved to some degree by the addition of a lab space in Fall 2021 when the Animation & Game Art Program moved from the Plano Campus to the Frisco Campus, allowing the Communication Department to expand from 3 total lab spaces to 4 total lab spaces. Prior to this point, new courses and sections were added piecemeal to classroom schedules carried over from specific semesters.
- In order to streamline course placement, and enabled by the additional lab space noted above, the department initiated an overhaul of the course schedule ahead of the Fall 2021 semester in order to (as much as possible):
 - Place similar courses and sections of the same course in the same lab space to maintain a consistency of course delivery.
 - Create as much diversity of day and time availability within the same-semester schedule for courses to facilitate enrollment for students who face scheduling challenges (e.g., those who work during the day and may only be able to attend classes at night).

Expand college programs and facilities to accommodate growth and employment needs throughout the service area.

- **A CHALLENGE OF PHYSICAL SPACE LIMITATIONS:** With the addition of the User Experience Program and its program-specific courses, as well as overall growing enrollment in the Graphic Design classes (*see Enrollment Patterns on pp.23-26*), over the Spring 2024, the department was once again finding itself with the need for additional classroom space.
- **UNDER CONSTRUCTION PHYSICAL EXPANSION:** Over the Summer and Fall of 2024, the Communication Design Department worked with Plano Campus leadership to develop a plan to accommodate this growth. In exchange for three of our four current design lab spaces being repurposed to house new healthcare programs for the college, other existing spaces within the campus are being repurposed to provide the Communication Design Department to create: 2 tech-oriented computer/design labs, 2 studio-oriented computer/design labs, 1 UX-centric computer/design lab, and 1 collaborative workroom accessible from the other classrooms—all in a contiguous campus space. (Currently, our four lab spaces are split across two different modules within the Plano Campus.)
- **PLANNED PROGRAM/COURSE EXPANSION;** Over the last 5 years, the UX professors and students have realized the need and desire for additional courses within the UX curriculum. And now that the program has built up some momentum, and enrollment figures have become more predictable, the Communication Design Department, under the direction of a UX Exploratory Advisory Committee and the standing Communication Design Advisory Committee is pursuing the separation of the User Experience Program from the Graphic Design Program. This will enabled a much-needed expansion of User Experience Program course offerings and facilitate desired changes/additions to course offering within the Graphic Design Program.
 - *The proposed expansion/separation is currently under final-stage advisement from UX Exploratory Committee and Graphic Design Standing Advisory Committee to align specific course-level Student Learning Outcomes (SLOs) with specific courses within the proposed curriculum (to ensure sure all desired course-level SLOs are accounted for in the programs).*

- *The proposed expansion/separation is scheduled to receive final approval from the Communication Design Advisory Board in the Spring of 2025, and to go before the Collin College Curriculum Advisory Board for consideration/approval in the Fall of 2025.*

III. PROGRAM RELATIONSHIP TO STUDENT DEMAND

A. Describe with evidence student demand for program awards (degrees and certificates).

ENROLLMENT PATTERNS

Comparison of Awards Issued for Current and Previous Five-year Cycles

AY2014-2018

Graphic Design CIP 500402	AY2014	AY2015	AY2016	AY2017	AY2018	TOTAL
Degrees	5	16	21	26	22	90
Certificates	10	20	24	28	21	103
Total	15	36	45	54	43	193

AY2019-2024

Graphic Design CIP 500402	AY2019	AY2020	AY2021	AY2022	AY2023	TOTAL
Degrees	33	16	32	28	32	141
Certificates	31	16	35	80	79	241
Total	64	32	67	108	111	382

Key Takeaway: The number of awards issued during the current five-year cycle has nearly doubled over the previous five-year cycle (which had nearly doubled over the five-year cycle before that).

This success is attributed the following factors:

- Beginning AY2022, corrections were made to align the requirements in terms of credit hours for the Certificates Level 1 for both Graphic Design and User Experience Design. They had previously required approximately 40 hours for a Certificate Level 1 (which is preferably 18-24 hours and acts as an introduction to a program).
- Prior to AY2022, students completing the Associates degree were prompted to simultaneously petition for the companion certificate. Beginning AY2022, the Registrar’s Office began to automatically bestow awards which students had earned, without the need for the student to petition for them.
- Because the skills and knowledge from the Graphic Design program and User Experience program complement each other, and because the two share some foundational level classes, many students have elected to pursue a “dual track” approach, completing awards in both Graphic Design and User Experience Design (with many students earning as many as 5 individual awards—an AAS in Communication Design, Certificates Level 1 and Level 2 in Graphic Design, and Certificates Levels 1 and 2 in User Experience Design). Additionally, some students pursue the Enhanced Skills Certificate (ESC) in Motion Graphics as well (for a total of 6 awards).

Comparison of Enrollment Numbers for Program-specific Classes for Current and Previous Five-year Cycles

Please Note: While official enrollment numbers for declared majors provide some insight into program popularity, they may not accurately reflect the true number of students engaged in our Graphic Design and User Experience programs. Many students initially explore various academic interests and may not formally declare a major until later in their academic journey. To obtain a more accurate representation of program enrollment and impact, we utilize key anchor courses within these programs as a reliable indicator of student participation and engagement. By analyzing enrollment trends in these core courses, we can gain a more comprehensive understanding of program demand and effectiveness.

AY2014-2018 Unduplicated Head Count by Course – Graphic Design

Course Subject-Number	AY2014	AY2015	AY2016	AY2017	AY2018	TOTAL
ARTC-2311 History of Comm. Graphics	31	32	30	36	62	191
ARTC-1317 Typography	32	36	43	31	62	204
ARTC-2347 Design Communication II	13	18	31	24	22	113
ARTC-1349 Art Direction I	32	8	36	28	27	131

FY2020-2024 Unduplicated Head Count by Course – Graphic Design

Course Subject-Number	AY2019	AY2020	AY2021	AY2022	AY2023	TOTAL
ARTC-2311 History of Comm. Graphics	65	71	82	64	89	371
ARTC-1317 Typography	67	69	59	61	77	333
ARTC-2347 Design Communication II	34	34	35	34	43	180
ARTC-1349 Art Direction I	36	33	36	24	32	161

FY2015-2019 Unduplicated Head Count by Course – User Experience Design

Course Subject-Number	AY2014	AY2015	AY2016	AY2017	AY2018	TOTAL
ARTC-2371 User Experience I	–	–	11	–	–	–
UXUI 1370 Human Factors & Design Psych.	–	–	–	–	–	–
ARTC-1359 Visual Design for New Media	–	–	–	–	–	–
UXUI 1371 Prototyping & Usability Testing I	–	–	–	–	–	–

FY2020-2024 Unduplicated Head Count by Course – User Experience Design

Course Subject-Number	AY2019	AY2020	AY2021	AY2022	AY2023	TOTAL
ARTC-2371 User Experience I	–	24	31	24	30	–
UXUI 1370 Human Factors & Design Psych.	–	7	5	28	19	–
ARTC-1359 Visual Design for New Media	–	–	14	17	13	–
UXUI 1371 Prototyping & Usability Testing I	–	–	15	–	12	–

Key Takeaway: The data indicates a significant increase in student interest and enrollment in both Graphic Design and User Experience Design programs, particularly in recent years. This growth suggests a growing demand for these fields and the effectiveness of the college's programs in meeting these needs.

1. What does the program's enrollment pattern, if unaltered, suggest for the program's future? Explain.

5-YEAR PROGRAM OUTLOOK

implications for the next 5 years if the enrollment pattern for the past 5 years continues...

Based on the observed enrollment trends, coupled with the plans to separate the Graphic Design and User Experience Design programs as well as expand the following course requirements for both (see p.00), the following indications can be inferred:

- **Increased Need for Sections.** As enrollment grows, more sections of existing courses will be necessary to accommodate the increased demand.
- **Additional Faculty.** To teach these additional courses and sections, the department will need to recruit additional Adjunct Professors and in order to meet the Adjunct/Full-time ratio required by the Texas Workforce Education Manual (WECM) the college will almost assuredly need to hire additional full-time faculty.
- **Enhanced Facilities and Equipment.** In anticipation of this growth, the Plano Campus Provost's Office has committed a substantial investment in expanded and newly-renovated space for the department. (See p.00.) However, it may be necessary to invest in specialized equipment to support student learning and projects.

2. For technical program courses (not general education courses) that have a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.

Currently, low enrollment has only been an issue for the User Experience courses, which are a recent addition to the program. Based on enrollment patterns, we believe program interest (driven by industry demand). Growing enrollment patterns and current enrollment for the Spring 2025 semester (with a total of 16 students in the first semester ARTC 2371 User Experience I course suggests that continuing enrollment for Fall and Spring cohorts will continue to exceed this enrollment threshold.

3. What plans, if any, does the program have for changing its enrollment pattern?

Please see previous response.

B. Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at present, please develop and describe a plan to do so.

Beginning in the Fall of 2023, Group Advising Sessions have been included on the first day of class in all sections of ARTC-2311 History of Communication Design. This is a first-semester course for all those following the Graphic Design Track toward the AAS – Communication Design, and provides the best opportunity to reach those students who might have registered and scheduled classes without ever having met with a departmental advisor.

Additionally, ever semester that ARTC 2371 User Experience I is offered, a department advising representative hosts a group advising session in that course. This is a first-semester course for all those following the User Experience Design Track toward the AAS – Communication Design.

These brief sessions provide introductory information about the following:

- the workforce focus of the program (to prepare the student for the workforce in 2 years)
- “anchor classes” that must be taken during certain semester to ensure completion within a limited time frame
- specific suggestions for classes from the General Education Core that complement the program, as well as extracurricular course suggestions for students who might be needing to maintain full-time status as a student (e.g., those receiving financial aid, fulfilling scholarship requirements, or maintaining student visa status)
- the offer of one-on-one advising sessions to develop individual plans, especially those facing scheduling challenges

- portfolio preparedness (i.e., a general warning that they need to save all the work they do during their tenure at Collin as it may become the basis for portfolio work when they reach the program's Capstone courses)

These sessions are supported by communication materials created in the Spring of 2022 and updated regularly to reflect program updates and advice.

C. Discuss program enrollment by gender, race, and ethnicity compared to Collin College's overall student demographics. How does the program attract (or plan to attract) a diverse student population? What does the demographic and enrollment evidence suggest about the program?

STUDENT DIVERSITY IN THE PROGRAM

Both the Communication Design Program and Collin College as a whole reflect the full diversity of the Collin County population, with both demonstrating a higher percentage of all underserved groups compared to the Collin County average.

The Communication Design Program at Collin College serves a particularly strong representation of Asian students, exceeding both the county's and the colleges averages. However, even though it exceeds the county's average for Black or African American students, it only comes close to reflecting the College's demographics in terms of Black or African American representation, suggesting a there may be room for improvement in attracting and retaining Black or African American students.

Furthermore, the Communication Design Program at Collin College has a slightly higher proportion of female students (60.0%) compared to the overall college (56.2%), and a noticeably higher female representation than Collin County as a whole (50.20%). Design fields, including communication design, have historically attracted more female students compared to some other STEM or engineering fields. However, the figure for the Communication Design Program's relatively high percentage of female students is noteworthy because even the 2019 American Institute of Graphic Arts 2019 Design Census recorded only 53.5% of their membership identifying as female.

Enrollment by Race AY23: College-wide vs. Communication Design Program

Term	Race	Collin County	Collin College		Communication Design Program	
		% of Total Race Count along Race	Race Count	% of Total Race Count along Race	Race Count	% of Total Race Count along Race
Fall 2023	American Indian or Alaska Native	1.3%	825	2.17%	4	1.33%
	Asian	11.1%	5,882	15.49%	53	17.67%
	Black or African American	12.9%	5,078	13.37%	31	10.33%
	Multiple Races	5.4%	2,571	6.77%	26	8.67%
	Native Hawaiian or Other Pacific Islander	0.2%	66	0.17%	—	—
	White	55%	20,020	52.71%	157	52.33%
	Not Reported or Other	.1%	3,541	9.32%	29	9.67%
Summer & Maymester 2024	American Indian or Alaska Native		375	1.97%	4	1.39%
	Asian		4,206	22.10%	44	15.28%
	Black or African American		2,721	14.30%	34	11.81%
	Multiple Races		1,292	6.79%	25	8.68%
	Native Hawaiian or Other Pacific Islander		28	0.15%	—	—
	White		8,908	46.81%	153	53.13%
	Not Reported or Other		1,500	7.88%	28	9.72%

Wintermester & Spring2024	American Indian or Alaska Native		823	2.25%	4	2.68%
	Asian		5,836	15.99%	24	16.11%
	Black or African American		4,918	13.47%	16	10.74%
	Multiple Races		2,425	6.64%	16	10.74%
	Native Hawaiian or Other Pacific Islander		55	0.15%	—	—
	White		19,087	52.28%	77	51.68%
	Not Reported or Other		3,362	9.21%	12	8.05%

Enrollment by Race AY23: College-wide vs. Communication Design Program

	Communication Design Program	Collin College	Colin County
Enrollment by Race			
American Indian or Alaska Native	1.4%	1.5%	0.36%
Asian	13.5%	15.1%	17.70%
Black or African American	10.7%	12.9%	10.16%
Multiple Races	7.1%	6.5%	4.41%
Native Hawaiian or Other Pacific Islander	0.1%	0.2%	0.06%

Not Reported or Other	10.4%	8.5%	—
White	56.8%	55.4%	50.96%
Enrollment by Ethnicity			
Hispanic	23.4%	21.6%	16.10%
Non-Hispanic	69.7%	71.1%	—
Unknown Ethnicity	6.9%	7.3%	—
Enrollment by Gender			
Female	60.0%	56.2%	50.20%
Male	39.8%	43.8%	49.80%

**Representation of Race, Ethnicity, and Gender
Communication Design Program vs. Collin College vs. Collin County**
(Five-year Average for Program/College vs. Current Collin County Census Information)

	Communication Design Program	Collin College	Collin County
Enrollment by Race			
American Indian or Alaska Native	1.4%	1.5%	0.36%
Asian	13.5%	15.1%	17.70%
Black or African American	10.7%	12.9%	10.16%
Multiple Races	7.1%	6.5%	4.41%
Native Hawaiian or Other Pacific Islander	0.1%	0.2%	0.06%
Not Reported or Other	10.4%	8.5%	—
White	56.8%	55.4%	50.96%
Enrollment by Ethnicity			
Hispanic	23.4%	21.6%	16.10%
Non-Hispanic	69.7%	71.1%	—
Unknown Ethnicity	6.9%	7.3%	—
Enrollment by Gender			
Female	60.0%	56.2%	50.20%
Male	39.8%	43.8%	49.80%

IV. PROGRAM RELATIONSHIP TO MARKET DEMAND

Discuss the evidence indicating that employers need and hire the program’s graduates. Identify and discuss the program’s strengths and weaknesses related to market demand.

Click or tap here to enter text.

- A. How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that the program has a current signed articulation agreement with one or more transfer institutions or that the program plans to develop one.**

PROGRAM-RELATED JOB OPPORTUNITIES IN THE DFW METROPLEX

Employers are hiring Collin’s Communication Design completers primarily to fill the following job titles for the advertising/design industry in the greater DFW area: Production Artist, Visual Designer, Graphic Designer, Art Director, and User Experience Designer.

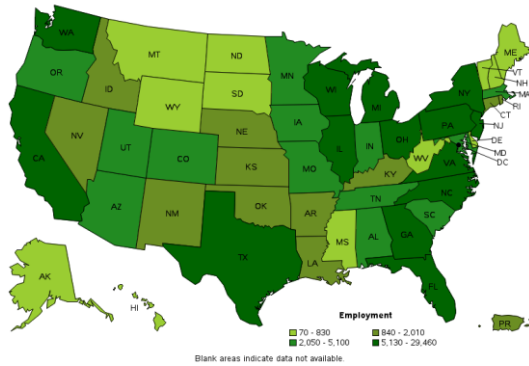
- Specific titles currently held by recent graduates (those completing AY19 to AY24): Graphic Designer, UX Designer, UX Design Lead, Motion Graphics Designer, Content Artist, Senior Art Director, Digital Marketer, Associate Creative Director.

The United States Bureau of Labor Statistics (BLS) ranks the state of Texas and the Dallas-Fort Worth-Arlington area against the rest of the nation for the indicated job titles as follows. (BLS defines the Dallas-Fort Worth-Arlington, TX area as: Collin County, Dallas County, Denton County, Ellis County, Hood County, Hunt County, Johnson County, Kaufman County, Parker County, Rockwall County, Somervell County, Tarrant County, Wise County.)

United States Bureau of Labor Statistics National Rankings for Texas and DFWA Area for Related Job Titles

Graphic Designers by State, May 2023

Employment of graphic designers, by state, May 2023

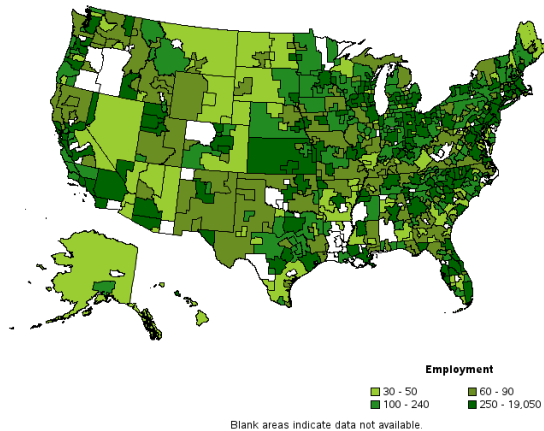


States with the highest employment level in Graphic Designers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	29,460	1.64	1.17	\$ 38.39	\$ 79,850
New York	18,320	1.95	1.39	\$ 38.65	\$ 80,390
Texas	13,760	1.01	0.72	\$ 27.80	\$ 57,830
Florida	13,260	1.39	0.99	\$ 28.32	\$ 58,910
Illinois	9,550	1.59	1.13	\$ 28.99	\$ 60,300

Graphic Designers by Metro Area, May 2023

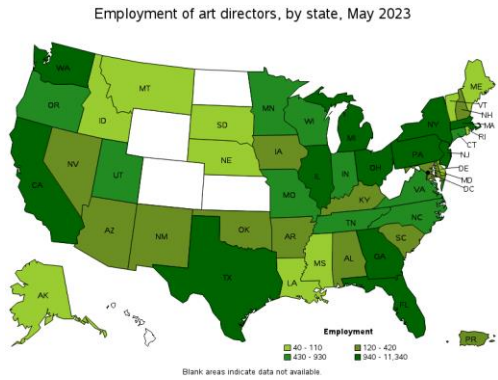
Employment of graphic designers, by area, May 2023



Metropolitan areas with the highest employment level in Graphic Designers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	19,050	2.01	1.43	\$ 39.28	\$ 81,710
Los Angeles-Long Beach-Anaheim, CA	14,140	2.29	1.63	\$ 37.67	\$ 78,360
Chicago-Naperville-Elgin, IL-IN-WI	7,350	1.63	1.16	\$ 30.27	\$ 62,970
Washington-Arlington-Alexandria, DC-VA-MD-WY	5,470	1.77	1.26	\$ 40.49	\$ 84,210
Dallas-Fort Worth-Arlington, TX	5,020	1.27	0.90	\$ 29.19	\$ 60,700
San Francisco-Oakland-Hayward, CA	4,840	2.00	1.43	\$ 45.87	\$ 95,410
Miami-Fort Lauderdale-West Palm Beach, FL	4,180	1.54	1.10	\$ 29.91	\$ 62,210
Boston-Cambridge-Nashua, MA-NH	3,900	1.41	1.01	\$ 36.62	\$ 76,180
Atlanta-Sandy Springs-Roswell, GA	3,760	1.34	0.95	\$ 31.52	\$ 65,560
Seattle-Tacoma-Bellevue, WA	3,730	1.79	1.28	\$ 38.88	\$ 80,870

Art Directors by State, May 2023

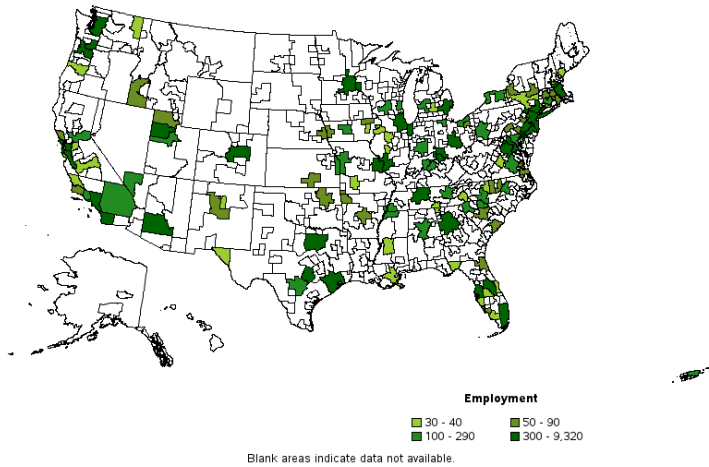


States with the highest employment level in Art Directors:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	11,340	0.63	1.87	\$ 71.18	\$ 148,060
New York	8,680	0.92	2.74	\$ 77.64	\$ 161,490
Illinois	3,520	0.59	1.74	\$ 54.58	\$ 113,520
Texas	3,100	0.23	0.68	\$ 45.64	\$ 94,940
Florida	2,290	0.24	0.71	\$ 47.28	\$ 98,350

Graphic Designers by Metro Area, May 2023

Employment of art directors, by area, May 2023

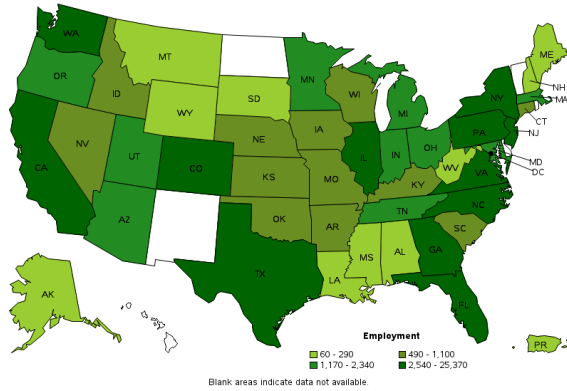


Metropolitan areas with the highest employment level in Art Directors:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	9,320	0.98	2.91	\$ 77.44	\$ 161,070
Los Angeles-Long Beach-Anaheim, CA	6,370	1.03	3.06	\$ 72.47	\$ 150,740
Chicago-Naperville-Elgin, IL-IN-WI	2,870	0.64	1.89	\$ 55.27	\$ 114,970
San Francisco-Oakland-Hayward, CA	2,160	0.89	2.64	\$ 78.00	\$ 162,240
Dallas-Fort Worth-Arlington, TX	1,240	0.31	0.92	\$ 42.25	\$ 87,880
Washington-Arlington-Alexandria, DC-VA-MD-WV	1,090	0.35	1.05	\$ 62.69	\$ 130,400
Boston-Cambridge-Nashua, MA-NH	990	0.36	1.06	\$ 62.00	\$ 128,950
Seattle-Tacoma-Bellevue, WA	980	0.47	1.40	\$ 76.99	\$ 160,140
Miami-Fort Lauderdale-West Palm Beach, FL	930	0.34	1.01	\$ 47.67	\$ 99,150
Minneapolis-St. Paul-Bloomington, MN-WI	830	0.43	1.29	\$ 52.63	\$ 109,460

Web and Digital Interface Designers by State, May 2023

Employment of web and digital interface designers, by state, May 2023

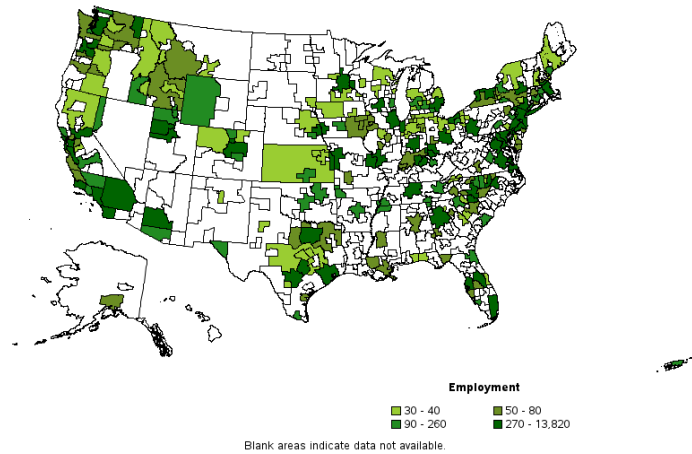


States with the highest employment level in Web and Digital Interface Designers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	25,370	1.41	1.93	\$ 65.95	\$ 137,180
New York	15,180	1.62	2.21	\$ 60.15	\$ 125,100
Texas	8,460	0.62	0.85	\$ 50.64	\$ 105,320
Washington	8,250	2.36	3.23	\$ 57.65	\$ 119,920
Florida	3,700	0.39	0.53	\$ 43.24	\$ 89,950

Web and Digital Interface Designers by Metro Area, May 2023

Employment of web and digital interface designers, by area, May 2023



Metropolitan areas with the highest employment level in Web and Digital Interface Designers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	13,820	1.46	1.99	\$ 61.79	\$ 128,520
Los Angeles-Long Beach-Anaheim, CA	8,310	1.34	1.84	\$ 53.93	\$ 112,170
San Francisco-Oakland-Hayward, CA	7,140	2.95	4.03	\$ 76.81	\$ 159,770
Seattle-Tacoma-Bellevue, WA	6,400	3.08	4.21	\$ 61.85	\$ 128,650
San Jose-Sunnyvale-Santa Clara, CA	3,870	3.39	4.63	\$ 88.25	\$ 183,570
Washington-Arlington-Alexandria, DC-VA-MD-WV	3,590	1.16	1.59	\$ 46.20	\$ 96,100
Dallas-Fort Worth-Arlington, TX	2,210	0.56	0.76	\$ 43.75	\$ 91,000
Chicago-Naperville-Elgin, IL-IN-WI	2,160	0.48	0.66	\$ 42.28	\$ 87,930
Atlanta-Sandy Springs-Roswell, GA	2,120	0.75	1.03	\$ 52.43	\$ 109,050
Boston-Cambridge-Nashua, MA-NH	1,990	0.72	0.99	\$ 54.69	\$ 113,750

Additional Notes

- BLS estimates do not include self-employed workers in their data. BLS notes that “most art directors are self-employed,” “many graphic designers work independently,” and that 10% of all web developers and digital designers are also “self employed workers.” Therefore, in its own analysis of these fields, BLS identifies that a significant portion of employment data related to these two fields is not captured due to the significant level of self/contract-based employment in the industry.
- The advertising/design industry commonly refers to the greater DFW Metroplex as the 'Dallas market.' As the fifth-largest television market in the U.S. and a major business hub, the DFW Metroplex has a significant presence in the advertising and design industry. (Source: Nielsen Media Research, 2023)
- Dallas, as an advertising/design market, is positioned to compete on a national and international scale. The city boasts a strong presence of top-tier agencies like The Richards Group, TracyLocke, and The Marketing Arm, as well as multiple subsidiaries of Omnicom Group. This concentration of talent and resources, combined with Dallas's strategic location and growing economy, enables the market to deliver innovative and effective campaigns for clients worldwide.
- Dallas-Fort Worth-Arlington offers a growing market for UX designers, with a strong presence of companies that rely on digital experiences as major part of their business, including major retailers like Neiman Marcus, JCPenney, and Chewy, travel-related giants like American Airlines Sabre Corporation, and service-based companies and organizations like Tenet Healthcare and the American Automobile Association (AAA). For example, the Executive Director of User Experience at JPMorgan Chase (who serves as the Chair of the departments User Experience Exploratory Committee) is based in the DFWA area.

B. What proportion of the program’s graduates (seeking employment) found employment within 6 months of graduation?

SUCCESS OF GRADUATES

Graduates of the Graphic Design and UX program demonstrate strong career readiness, consistently securing positions in the field. Many even going on to become leaders within their organizations. Furthermore, the skills acquired in the program empower graduates with the flexibility to pursue freelance opportunities, allowing for independent and entrepreneurial career paths. In fact, many pursue these paths for that very purpose, or simply adding skills to support non-design focused entrepreneurial endeavors.

- *“The hands-on training, real-world projects, and supportive mentorship helped me build practical skills and confidence that are applicable to my day-to-day job. It’s a program that doesn’t just teach—you actually feel prepared to take on the industry and make an impact.” — Virginia Durango, Associate Creative Director, Inspire Agency (AAS Communication Design – Graphic Design, Spring 2020)*

- *“I can't express enough how understanding the design process at an academic level gave me the confidence to share and defend design decisions at an enterprise level. My education empowers me to embrace feedback and get excited about the next best version of my designs.” — Andrea Peña, UX Design Lead, All My Sons Moving & Storage (AAS in Communication Design – User Experience Design, 2023)*
- *“With each semester and class, the lessons trained me in not only understanding design software, but also how to create using physical media. Each instructor meticulously taught me and others how to approach a project from different angles and develop concepts with a deeper knowledge of the technical aspects of art and illustration. Thanks to my education at Collin, I was able to pursue real world jobs with confidence that I could offer professional skills but also that I would be adept in adapting to the ever-advancing world of graphic design.” — Jon McBrine, Graphic Designer, The Décor Group (AAS in Communication Design – Graphic Design, Fall 2022)*

C. What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?

MARKET DEMAND 5-YEAR OUTLOOK

According to O*NET data, the national demand for Graphic Designers and Art Directors will grow at an average rate of 3–5%, but the demand for Web and Digital Interface Designers is expected to grow rapidly, with O*Net give it “Bright Outlook” status.

More importantly, the projected growth for Graphic Designers, Art Directors, and Web and Digital Interface Designers in Texas significantly surpasses the national average, indicating a strong demand for these creative professionals within the state (as demonstrated in the following chart).

O*Net Projected Growth (2023-2033) for Related Job Titles in U.S. and Texas

Job Title	Projected Growth (2023-2033)		Projected annual job openings in Texas (2020-2030) *
	U.S.	Texas	
27-1024 Graphic Designers	3% (average)	10% (faster than average)	1,770
27-1011 Art Directors	5% (average)	17% (faster than average)	620
15-1255 Web and Digital Interface Designers	8% (faster than average)	24% (faster than average)	1,170

Additional Notes

- Collin County continues to be one of the fastest-growing counties in the nation. From 2017 to 2022, jobs increased by 25.9%, outpacing the national growth rate of 3.8% by 22.1%. This robust job growth is expected to continue, surpassing the national average, with 1,293,047 Residents Expected by 2028 and 1,600,000 Jobs Expected by 2035. (<https://www.allenedc.com/labor-demographics>)
- The DFW area continues to be a magnet for high-profile company relocations. Several major corporations have recently moved or expanded their headquarters to the region, including: Charles Schwab (2021), Toyota (2025, planned), and Peloton (2022). These companies often have in-house design or advertising departments—the types of positions that our former students have had particular success in obtaining (e.g., graduates in recent years have secured positions at companies like The Décor Group and Vari).

V. EFFECTIVENESS OF CURRICULUM

A. Describe with evidence any curricular barriers to program completion.

Click or tap here to enter text.

- 1. How many students completed program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe a plan to increase completions, and address this issue in the Continuous Improvement Plan (CIP) in Section XII of this program review.**

Awards Issued by Academic Year AY19 to AY23

Major	Academic Year				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Associate of Applied Science (Unduplicated Headcount)					
Applied Graphic Design Print (AGDP)	5				
Communication Design (COMD)			11	22	32
Graphic Design (GRDE)	26	16	21	6	
Graphic Design-Print (GDPR)	2				
Total	33	16	32	28	32
Graphic Design Certificates (Unduplicated Headcount)					
Major					
Communication Design (COMD)		1	15	66	66
Graphic Design (GRDE)	30	16	19	6	
Graphic Design-Print (GDPR)	1				
User Experience Des Foundation (UEXF)			1	23	16
Total	31	16	35	80	79
User Experience Design Certificates (Unduplicated Headcount)					
User Experience Des Foundation (UEXF)			1	23	16
Total			1	23	16
Total Awards Issued (Duplicated Headcount)					
Total	64	32	78	131	127
Total Completers (Unduplicated Headcount)					
Applied Graphic Design Print (AGDP)	5				
Communication Design (COMD)		1	15	68	76
Graphic Design (GRDE)	32	17	22	7	
Graphic Design-Print (GDPR)	3				
User Experience Des Foundation (UEXF)			1	23	16
Total	38	17	35	81	87

- 2. Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP in Section XII of this program review.**

Please see "Section C" below.

- B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

- 1. Completers Standard (Texas Higher Education Coordinating Board [THECB] standard): Average 25 completers over the last 5 years or an average of at least 5 completers per year.**

- a. Number of completers 258 in last 5 years.**

- b. If the average number of completers is below the stated standard (5 per year), describe a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program.**

N/A

- 2. Licensure Standard (targeted level of success Collin College has chosen for meeting the SACSCOC standard): 93% of test-takers pass licensure exams.**

- a. If applicable, state the program's licensure pass rate for the most recent academic year.**

N/A

- b. For any pass rate below 93% (Collin College standard), describe a plan for raising the pass rate.**

N/A

3. **Course Completion Standard (Collin College standard): 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**
 - a. **State the course completion rate of each program course in the last 4 years.**

Completion Rates by Course & Semester

Orange = Shared Course with Animation & Game Art Program / Green = Course with Updated SLOs / Blue = Course with Small

Subject and Course Number	Success Rate by Semester														
	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	89%	96%	94%	89%	87%	100%	88%	88%	100%	84%	89%	96%	92%	90%	100%
ARTC-1305	76%	76%	70%	74%	72%	79%	79%	75%	74%	75%	70%	74%	81%	66%	73%
ARTC-1313	83%	77%	—	78%	81%	—	83%	92%	—	96%	100%	—	92%	100%	—
ARTC-1317	100%	86%	—	94%	93%	—	78%	88%	—	80%	93%	—	100%	93%	—
ARTC-1325	84%	71%	70%	72%	77%	63%	81%	78%	88%	84%	80%	94%	82%	74%	70%
ARTC-1327	83%	88%	—	86%	86%	—	86%	84%	—	77%	87%	—	84%	91%	91%
ARTC-1349	94%	89%	—	94%	94%	—	92%	75%	—	100%	100%	—	100%	89%	—
ARTC-1353	97%	88%	—	82%	91%	—	82%	86%	100%	84%	100%	100%	97%	78%	100%
ARTC-1359	—	—	—	—	—	—	100%	100%	—	100%	67%	—	—	92%	—
ARTC-2305	—	80%	—	—	—	—	—	—	—	—	—	—	—	—	—
ARTC-2311	90%	92%	—	79%	96%	—	96%	86%	—	93%	91%	—	93%	85%	—
ARTC-2335	83%	88%	—	80%	82%	—	94%	100%	—	100%	100%	—	100%	100%	—
ARTC-2340	67%	—	—	—	67%	—	100%	100%	—	100%	100%	—	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%	89%	—	76%	84%	—	85%	86%	—	92%	94%	—	93%	95%	—
IMED-2311	—	—	—	—	—	—	—	—	—	—	—	—	—	100%	—
UXUI-1370	—	—	—	—	100%	—	80%	—	—	76%	83%	—	73%	75%	—
UXUI-1371	—	—	—	—	—	—	—	87%	—	—	—	—	100%	—	—
Total	85%	80%	75%	78%	81%	81%	84%	83%	88%	84%	83%	90%	86%	82%	80%

b. For each course completion rate below 78%, describe a plan for raising the course completion rate.

Notes Regarding Completion Rates for AY19 to AY23

- **Completion Rates for Shared/Foundation Courses (noted in orange).**
 - **Shared Foundational Courses.** ARTC 1305 Basic Graphic Design and ARTC 1325 Intro to Computer Graphics are foundational, first-semester courses shared by the Communication Design Program and the Animation & Game Art Program.
 - **Disparate Completion Rates.** A secondary investigation after the most recent Constant Improvement Plan (CIP) Assessment Cycle, revealed a significant disparity in completion rates between Animation & Game Art and Communication Design students enrolled in the foundational, first-semester courses ARTC 1305 and ARTC 1325. Animation & Game Art students were nearly twice as likely to withdraw from these courses.
 - **Student Major Changes and Misaligned Expectations:** Based on observational data and interviews with instructors teaching these courses, it was ascertained that many students, particularly those in Animation & Game Art, enter these programs with an interest in art and design but find the project-based and system-oriented methodologies of the programs courses to be in conflict with their creative aspirations. Based on student-level empirical data, it was determined that many of the students who do not complete in these courses change their major at least once (and as many as four times), which seems to confirm the observational/interview data.
 - **Curriculum and Course Outline Revisions:** To address these issues and better align student expectations with course-level Student Learning Outcomes, the Communication Design Program is in the final stages of a new curriculum/course outline for Graphic Design and User Experience. This revision will allow the Communication Design program to adjust the course-level Student Learning Outcomes for ARTC-1305 to better suit the student populations of both programs, and enable the Animation & Game Art program to better craft ARTC 1325 to their needs (it will be eliminated from the Communication Design Program), or possibly replace it with a course better-suited to their needs.
- **Completion Rates for Courses with Updated Student Learning Outcomes (noted in green).**
 - At the time of the noted shortfall in IMED 1316 Web Design I, the course, as it was being taught, was based on outdated Student Learning Outcomes originally established sometime between 2010 and 2015. This outdated curriculum may have led to student disengagement as the course content did not adequately reflect current industry standards and practices. However, with the appointment of a new instructor in Fall 2021, the course underwent a significant overhaul, incorporating updated content and SLOs that better align with contemporary web development practices. This curriculum refresh is likely a primary factor in the observed upward trend in completion rates.

▪ **Completion Rates for Courses with Limited Enrollment & Availability (noted in blue).**

- **Completion Rates for ARTC 2340 Computer Illustration II.** ARTC 2340 Computer Illustration II is not part of any of the current Award Curricula and, therefore, typically has a very low demand (most often taken by working professionals looking to further develop their technical skills). There fore, when offered, it always cross-listed with ARTC 1353, and typically has a very limited enrollment of 1-3 seats. This small sample size can significantly impact the course's completion rate. Additionally, many students in this course are employed full-time, making it difficult to balance work and academic commitments. However, when considering the combined completion rate of both courses, the overall rate exceeds the 78% standard, indicating the effectiveness of the shared course structure and curriculum.
- **Completion Rates for UXUI 1370 Human Factors and Design Psychology.** As a required course for the User Experience award, UXUI 1370 is one of the first UX-specific courses taken by many students. Given that many of these students are employed full-time professionals with advanced degrees, it is likely that scheduling conflicts between work and academic commitments contribute to the observed attrition rate. Additionally, as the UX program is relatively new, class sizes are smaller than those of traditional Graphic Design courses. This means that even a single student withdrawal can significantly impact the perceived completion rate. The department plans to investigate further to identify additional potential causes and implement strategies to improve student success in this course.

C. Indicate with evidence that the program curriculum is current.

OVERVIEW OF COLLIN COLLEGE COMMUNICATION DESIGN PROGRAMS

This section provides a breakdown Collin College Communication Design program awards:

- **AAS, Communication Design** degree with the following “Tracks”
(which replaced the previous shared single AAS course order with “Options”)
 - AAS, Communication Design – Graphic Design Track
 - AAS, Communication Design – User Experience “Tracks”
- Companion Certificates Levels 1 and 2, including:
 - **Certificate Level 1, Graphic Design Foundations**
 - **Certificate Level 2, Graphic Design**
 - **Certificate Level 1, User Experience Design Foundations**

- **Certificate Level 2, User Experience Design**

- **Enhanced Skills Certificate in Motion Graphics.**

- Please Note: In AY21, **Enhanced Skills Certificate, Advanced Design, Enhanced Skills Certificate** and **Advanced Design Illustration. ESC - Motion Graphics, Level 3 Certificate** were deactivated due to lack of interest.

The current AAS tracks noted above were instituted beginning Fall 2021. An additional change was made and instituted beginning Fall 2022, replacing the Capstone course for User Experience Awards with IMED 2311 Portfolio Development, in order to alleviate issues with registration and scheduling unforeseen when the curricula were updated the previous year.

Additionally the department (under the guidance of both the standing Communication Design Advisory Committee and a specially-formed User Experience Design Exploratory Committee) is planning the separation of Communication Design Department into a User Experience Design Program that is administrated (and advised) independently of the Graphic Design Program. This will enable a much-needed expansion of User Experience Program course offerings and facilitate desired changes/additions to course offering within the Graphic Design Program.

- *The proposed expansion/separation is currently under final-stage advisement from UX Exploratory Committee and Graphic Design Standing Advisory Committee to align specific course-level Student Learning Outcomes (SLOs) with specific courses within the proposed curriculum (to ensure sure all desired course-level SLOs are accounted for in the programs).*
- *The proposed expansion/separation is scheduled to receive final approval from the Communication Design Advisory Board in the Spring of 2025, and to go before the Collin College Curriculum Advisory Board for consideration/approval in the Fall of 2025.*

These proposed outlines for the AAS Communication Design and AAS User Experience Design are also considered in this section, along with the current outlines.

Notes on Collin College Communication Design Program Certificates

Level 1 Certificates provide foundational knowledge for entry-level positions, often helping students determine if a career path is a good fit. They are typically limited to 30 credit hours or less of coursework.

Level 2 Certificates offer more advanced skills and knowledge, allowing students to gain the full range of occupational skills needed to enter a specific field. They are typically limited to 31-45 credit hours of coursework.

Enhanced Skill Certificate (ESCs) focus on specific or advanced career skills and often complement a degree or certificate program, allowing students to specialize in a particular area and enhance their job market value. They typically range from 9-12 credit hours of coursework.

- **Graphic Design Foundations, Level 1 Certificate.** This certificate mirrors Year 1 of the AAS Communication Design – Graphic Design Track, minus any General Education Core course requirements.
- **Graphic Design, Level 2 Certificate.** This certificate mirrors the full AAS Communication Design – Graphic Design Track, minus any General Education Core course requirements, as well as the exclusion of the courses ARTV 1371 Storyboard and Concept Development and FLMC 1331 Video Graphics and Visual Effects I.
- **User Experience Design Foundations, Level 1 Certificate.** This certificate mirrors Year 1 of the AAS Communication Design – User Experience Design Track, minus any General Education Core course requirements, as well as the exclusion of the courses ARTS 1316 Drawing I and ARTC 1327 Typography.
- **User Experience Design, Level 2 Certificate.** This certificate mirrors the full AAS Communication Design – User Experience Design Track, minus any General Education Core course requirements, as and excludes the course ARTS 1316 Drawing I. However, it also includes the additional of the following specific courses: PSYC 2301 General Psychology, MATH 1342 Elementary Statistical Methods, SPCH 1321 Business and Professional Communication. While these courses are suggested to fulfill the requirements of General Education Core requirements in the AAS Communication Design – User Experience Design Track, in order to adhere to TSI requirements, they cannot be required for the AAS.
- **Motion Graphics, Level 3 Certificate.** This certificate is designed to provide graphic designers with the skills they need to has the necessary skills and knowledge to create professional-quality motion graphics, encompassing 3D modeling, video editing, and advanced visual effects, enabling them to create animated graphics for film and TV credits, advertising and digital marketing, website design, social media channels and more.

Collin College – Graphic Design Awards (instituted AY21)

Collin College Communication Design Department AAS Communication Design –Graphic Design Track	CR	Collin College Communication Design Department Graphic Design Foundations, Level 1 Certificate	CR	Collin College Communication Design Department Graphic Design, Level 2 Certificate	CR
Year 1, Semester 1		Year 1, Semester 1			
ARTS 1316 Drawing I	3	ARTS 1316 Drawing I	3	ARTS 1316 Drawing I	3
ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3
ARTC 1325 Introduction to Computer Graphics	3	ARTC 1325 Introduction to Computer Graphics	3	ARTC 1325 Introduction to Computer Graphics	3
ARTC 2311 History of Communication Graphics	3	ARTC 2311 History of Communication Graphics	3	ARTC 2311 History of Communication Graphics	3
<i>ENGL 1301 Composition I</i>	3				
Year 1, Semester 2		Year 1, Semester 2			
ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3
ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3
ARTC 1327 Typography	3	ARTC 1327 Typography	3	ARTC 1327 Typography	3
ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3
<i>Natural Sciences / Mathematics</i>	3				
Year 1, Semester 3		Year 1, Semester 3			
ARTV 1371 Storyboard and Concept Development					
<i>SPCH 1311 Introduction to Speech Communication</i>	3				
Year 2, Semester 1		Year 2, Semester 1			
ARTC 1313 Digital Publishing I	3			ARTC 1313 Digital Publishing I	3
ARTC 2347 Design Communication II	3			ARTC 2347 Design Communication II	3
FLMC 1331 - Video Graphics and Visual Effects I	3				
IMED 1316 Web Design I	3			IMED 1316 Web Design I	3
Year 2, Semester 2		Year 2, Semester 2			
ARTC 1349 Art Direction I	3			ARTC 1349 Art Direction I	3
FLMC 1331 - Video Graphics and Visual Effects I	3			ARTC 2335 Portfolio Development for Graphic Design	3
<i>Humanities / Fine Arts - ARTS 1301 Art Appreciation</i>	3				
<i>Social / Behavioral Sciences</i>	3				
TOTAL CREDIT HOURS	60	TOTAL CREDIT HOURS	24		39

Collin College – Graphic Design Awards (Proposed AY26)

Collin College Communication Design Department AAS Communication Design –Graphic Design Track	CR	Collin College Communication Design Department Graphic Design Foundations, Level 1 Certificate	CR	Collin College Communication Design Department Graphic Design, Level 2 Certificate	CR
Year 1, Semester 1		Year 1, Semester 1			
ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3
ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3
ARTC 1310 Design Concepts	3	ARTC 1310 Design Concepts	3	ARTC 1310 Design Concepts	3
ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3
<i>ENGL 1301 Composition I</i>	3			<i>ENGL 1301 Composition I</i>	3
Year 1, Semester 2		Year 1, Semester 2			
ARTC 1313 Digital Publishing I	3	ARTC 1313 Digital Publishing I	3	ARTC 1313 Digital Publishing I	3
ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3
ARTC 1327 Typography	3	ARTC 1327 Typography	3	ARTC 1327 Typography	3
ARTC 2311 History of Communication Graphics	3	ARTC 2311 History of Communication Graphics	3	ARTC 2311 History of Communication Graphics	3
<i>Natural Sciences / Mathematics</i>	3				
Year 2, Semester 1		Year 2, Semester 1			
ARTC 1349 Art Direction I	3			ARTC 1349 Art Direction I	3
ARTC 2317 Typographic Design	3			ARTC 2317 Typographic Design	3
ARTC 2347 Design Communication II	3			ARTC 2347 Design Communication II	3
ARTC 2371 User Experience I	3			ARTC 2371 User Experience I	3
Year 2, Semester 2		Year 2, Semester 2			
ARTC 1359 Visual Design for New Media	3			ARTC 1359 Visual Design for New Media	3
ARTC 2313 Digital Publishing II	3			ARTC 2313 Digital Publishing II	3
ARTC 2335 Portfolio Development for Graphic Design	3			ARTC 2335 Portfolio Development for Graphic Design	3
<i>Humanities / Fine Arts - ARTS 1301 Art Appreciation</i>	3				3
<i>Social / Behavioral Sciences</i>	3				3
TOTAL CREDIT HOURS	60	TOTAL CREDIT HOURS	24		51

Collin College – User Experience Design Awards (instituted AY21, updated AY22)

Collin College Communication Design Department AAS Communication Design – User Experience Design	CR	Collin College Communication Design Department Communication Design Foundations, Level 1 Certificate	CR	Collin College Communication Design Department Communication Design, Level 2 Certificate	CR
Year 1, Semester 1		Year 1, Semester 1			
ARTS 1316 Drawing I	3				3
ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3
ARTC 1325 Introduction to Computer Graphics	3	ARTC 1325 Introduction to Computer Graphics	3	ARTC 1325 Introduction to Computer Graphics	3
ARTC 2371 User Experience I	3	ARTC 2371 User Experience I	3	ARTC 2371 User Experience I	3
<i>ENGL 1301 Composition I</i>	3				
Year 1, Semester 2		Year 1, Semester 2			
ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3
ARTC 1327 Typography	3				
ARTC 1359 Visual Design for New Media	3	ARTC 1359 Visual Design for New Media	3	ARTC 1359 Visual Design for New Media	3
UXUI 1370 Human Factors and Design Psychology	3	UXUI 1370 Human Factors and Design Psychology	3	UXUI 1370 Human Factors and Design Psychology	3
<i>PSYC 2301 - General Psychology</i>	3			<i>PSYC 2301 - General Psychology</i>	3
Year 1, Semester 3		Year 1, Semester 3			
ARTV 1371 Storyboard and Concept Development					
<i>MATH 1342 - Elementary Statistical Methods</i>	3				
Year 2, Semester 1		Year 2, Semester 1			
ARTC 1353 Computer Illustration I	3			ARTC 1353 Computer Illustration I	3
ARTC 2311 History of Communication Graphics	3				
IMED 1316 Web Design I	3			IMED 1316 Web Design I	3
UXUI 1371 Prototyping and Usability Testing I	3			UXUI 1371 Prototyping and Usability Testing I	3
				<i>MATH 1342 - Elementary Statistical Methods</i>	3
Year 2, Semester 2		Year 2, Semester 2			
IMED 2311 Portfolio Development	3			IMED 2311 Portfolio Development	3
ARTC 2335 Portfolio Development for Graphic Design	3				
<i>Humanities / Fine Arts - ARTS 1301 Art Appreciation</i>	3				
<i>SPCH 1321 Business and Professional Communication</i>	3	<i>SPCH 1311 Introduction to Speech Communication</i>		<i>SPCH 1321 Business and Professional Communication</i>	3
TOTAL CREDIT HOURS	60	TOTAL CREDIT HOURS	18		42

Collin College – User Experience Design Awards (Proposed AY26)

Collin College User Experience Design Department AAS User Experience Design	CR	Collin College User Experience Design Department User Experience Design Foundations, Level 1 Certificate	CR	Collin College User Experience Design Department User Experience Design, Level 2 Certificate	CR
Year 1, Semester 1		Year 1, Semester 1			
ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3	ARTC 1305 Basic Graphic Design	3
ARTC 1310 Design Concepts	3	ARTC 1310 Design Concepts	3	ARTC 1310 Design Concepts	3
ARTC 2371 User Experience I	3	ARTC 2371 User Experience I	3	ARTC 2371 User Experience I	3
ITSE 1301 Web Design Tools	3	ITSE 1301 Web Design Tools	3	ITSE 1301 Web Design Tools	3
<i>ENGL 1301 Composition I</i>	3				
Year 1, Semester 2		Year 1, Semester 2			
ARTC 1359 Visual Design for New Media	3	ARTC 1359 Visual Design for New Media	3	ARTC 1359 Visual Design for New Media	3
UXUI 1370 Human Factors and Design Psychology	3	UXUI 1370 Human Factors and Design Psychology	3	UXUI 1370 Human Factors and Design Psychology	3
UXUI 1372 UX Research	3	UXUI 1372 UX Research	3	UXUI 1372 UX Research	3
UXUI 1377 Interaction Design	3	UXUI 1377 Interaction Design	3	UXUI 1377 Interaction Design	3
<i>PSYC 2301 - General Psychology</i>	3			<i>PSYC 2301 - General Psychology</i>	3
Year 2, Semester 1		Year 2, Semester 1			
ARTC 2311 History of Communication Graphics	3			ARTC 2311 History of Communication Graphics	3
IMED 1316 Web Design I	3			IMED 1316 Web Design I	3
IMED 1349 Writing for Digital Media	3			IMED 1349 Writing for Digital Media	3
UXUI 1371 Prototyping and Usability Testing I	3			UXUI 1371 Prototyping and Usability Testing I	3
<i>MATH 1342 - Elementary Statistical Methods</i>				<i>MATH 1342 - Elementary Statistical Methods</i>	3
Year 2, Semester 2		Year 2, Semester 2			
IMED 2311 Portfolio Development	3			IMED 2311 Portfolio Development	3
IMED 2313 Project Analysis and Design	3			IMED 2313 Project Analysis and Design	3
IMED 2315 Web Design II	3			IMED 2315 Web Design II	3
<i>ARTS 1301 Art Appreciation</i>	3				
<i>SPCH 1321 Business and Professional Communication</i>	3			<i>SPCH 1321 Business and Professional Communication</i>	3
TOTAL CREDIT HOURS	60	TOTAL CREDIT HOURS	24		54

Collin College – Enhanced Skills Certificate (ESC), Motion Graphics, Level 3 Certificate (updated AY21)

Collin College Communication Design Department ESC - Motion Graphics, Level 3 Certificate	CR
<i>Select only three courses.</i>	
ARTV 1345 - 3-D Modeling and Rendering I	3
ARTV 1351 - Digital Video	3
FLMC 2331 - Video Graphics and Visual Effects II	3
ARTC 2381 - Cooperative Education - Commercial and Advertising Art	3
TOTAL CREDIT HOURS	9

- 1. How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss differences in curriculum and ideas for improvement, if any.**

QUICK OVERVIEW OF COMPETITIVE PROGRAMS

School	Type	Related Awards Offered	Location	Approx. Miles from Collin College Plano	Feeder Communities Shared with Collin College Plano Campus
Collin College	2-year	<ul style="list-style-type: none"> • AAS, Communication Design <ul style="list-style-type: none"> – Graphic Design Track – User Experience “Tracks” • Certificate Level 1, Graphic Design Foundations • Certificate Level 2, Graphic Design • Certificate Level 1, User Experience Design Foundations • Certificate Level 2, User Experience Design • Enhanced Skills Certificate in Motion Graphics 	Plano	—	—
Dallas College	2-year	<ul style="list-style-type: none"> • Dallas College Digital Art and Design A.A.S. <ul style="list-style-type: none"> – Visual Design Track – Digital Interface Design Track • Experience Design/User Interface (UX/UI) A.A.S. • Certificate, Level 1 Visual Design Certificate • Certificate, Level 1 UX/UI Design Certificate • Certificate, Level 1 Digital Interface Design Certificate 	Dallas	25	Addison, Carrollton, Farmers Branch, North Dallas, Richardson, Plano, The Colony
Tarrant County College	2-year	<ul style="list-style-type: none"> • Graphic Communication, AAS • Certificate Level 1, Computer Graphics 	Fort Worth	45	Carrollton, Farmers Branch, Grapevine, Irving
East Texas A&M	4-year	<ul style="list-style-type: none"> • BFA, Visual Communication <ul style="list-style-type: none"> – Design Concentration – Art Direction Concentrations – New Media Concentration • Online UX Design Graduate Certificate 	Downtown Dallas	25	Plano, Allen, McKinney, Frisco, Prosper, Dallas
University of North Texas (UNT)	4-year	<ul style="list-style-type: none"> • BFA, Visual Communication, with the following concentration options: <ul style="list-style-type: none"> – Graphic Design Concentration – User-Experience Design Concentration • B.F.A., Communication Design: User-Experience Design 	Denton	40	Carrollton, Frisco, Lewisville, Little Elm, Prosper, The Colony
Texas Women’s University (TWU)	4-year	<ul style="list-style-type: none"> • BFA in Art - Graphic Design 	Denton	40	Carrollton, Frisco, Lewisville, Little Elm, Prosper, The Colony
Texas Christian University (TCU)	4-year	<ul style="list-style-type: none"> • Bachelor of Fine Arts (BFA) in Graphic Design • Bachelor of Science (BS) in Design Studies 	Fort Worth	55	Carrollton, Grapevine, Irving, Lewisville

COMPARISON WITH LOCAL COMPETITIVE 2-YEAR PROGRAMS AND CERTIFICATES

PLEASE NOTE: WECM has not yet established any specific courses for UX/UI, and as such all of the 2-year institutions noted, including Collin College, have established all of their courses under a UX/UI rubric title, but as Local Need Courses—course that is not in the Workforce Education Course Manual (WECM) database, but has been requested and approved by the institution for use in its career and technical education program. Therefore, there is no standardization at the state level for course-level outcomes in this emerging area.

Dallas College

Dallas College offers the following A.A.S. Degrees

- **Dallas College Digital Art and Design A.A.S.** with three distinct tracks:
 - Digital Art and Design A.A.S. – Track A - Visual Design
 - Digital Art and Design A.A.S. – Track B - Digital Interface Design
 - *Digital Art and Design A.A.S. – Track C – Animation (For the sake of this review, only Tracks A and B are relevant.)*
- **Experience Design/User Interface (UX/UI) A.A.S.**

Dallas College does not offer any Level 2 Certificates in any competitive award areas, but does offer the following Level 1 Certificates:

- **Certificate, Level 1 Visual Design Certificate**
- **Certificate, Level 1 UX/UI Design Certificate**
- **Certificate, Level 1 Digital Interface Design Certificate**

Digital Art and Design A.A.S. – Track A – Visual Design

This program at Dallas College closely mirrors Collin’s, with a focus on design fundamentals (typography, color theory, composition), graphic design software (Adobe Creative Suite), and industry-relevant project development. However, Dallas’s program leans towards “production level” skills (e.g., *ARTS 2356 Photography I*, *ARTC 1309 Basic Illustration*, *ARTC 2305 Digital Imaging II*, and *ARTV 1351 Digital Video*) while Collin’s program leans towards design theory and concept development (as evidenced by courses like *ARTC 1349 Art Direction I* and the planned AY26 addition of *ARTC 1310 Design Concepts*).

The Communication Design Advisory Committee has continued to guide the program's heavy emphasis on conceptual and strategic skills, as designers and art directors with strong conceptual skills often have greater opportunities for career advancement and higher earning potential.

**Digital Art and Design A.A.S. – Track B – Digital Interface Design
Experience Design/User Interface (UX/UI) A.A.S.**

*A Brief Note about User Experience (UX) Design and User Interface (UI) Design: **User Experience (UX) Design** focuses on the overall user experience, considering factors like usability, accessibility, and user satisfaction. **User Interface (UI) Design** focuses on the visual elements of a product, such as layout, typography, and color schemes, to create a visually appealing and intuitive interface.*

Collin College's AAS User Experience Track prioritizes user-centric research and development methodologies, focusing on understanding user needs and behaviors to create intuitive and effective user experiences. This focus on **user experience design** is evidenced by the inclusion of courses in the Collin program like *UXUI 1370 Human Factors & Design Psychology* and *UXUI 1371 Prototyping & Usability Testing*.

All of Dallas College's UX/UI-related programs (Digital Art and Design A.A.S. Digital Interface Design Track, Experience Design/User Interface (UX/UI) A.A.S., and Digital Interface Design Certificate) emphasize **user interface design**, focusing on the visual and interactive aspects of digital media, including some basic programming skills. This is evidenced by the lack of classes that focus on human factors or usability, and instead lean heavily to the mechanics and aesthetics of interface design. This is evidenced by the inclusion of production-centric courses like *ARTV 1351 Digital Video* and *ITSE 1311 Beginning Web Programming*.

Industry input from Collin's User Experience Design Program Exploratory Committee and Graphic Design and Communication Design Advisory Committee informed the development of the Collin User Experience program. Their guidance emphasized the importance of focusing on targeted industry skillsets directly related to user experience design, with a strong emphasis on theory, principles, and application. This approach aligns with the current job market, where opportunities for User Experience (UX) designers, who often require a deeper understanding of user research and information architecture, are often considered more versatile and strategic compared to User Interface (UI) designers, who may have a more specialized focus on visual design and interaction design.

It should also be noted, with the planned separation and expansion of the Collin UX program in AY26, new courses will be added to further enhance the skillset of UX graduates, including interaction design, writing for digital media, and project analysis and design, providing those completing the Collin UX program with an even broader range of skills, making them even more competitive in the job market.

Dallas College Digital Art and Design A.A.S. — Program Overview (AY24)

Dallas College Digital Art and Design A.A.S. Brookhaven, Cedar Valley, Eastfield, North Lake, Richland		CR			
Year 1, Semester 1		Elective Options: Track A - Visual Design		Elective Options: Track B - Digital Interface Design	
ARTS 1311 - Design I	3	ARTS 2356 - Photography I <i>or</i> ARTC 1309 - Basic Illustration	3	IMED 1341 - Interface Design	3
ARTC 1305 - Basic Graphic Design	3	ARTC 1317 - Design Communication I	3	IMED 1345 - Interactive Digital Media I <i>or</i> ARTV 1351 - Digital Video	3
ARTC 1302 - Digital Imaging I	3	ARTC 1313 - Digital Publishing I	3	ARTC 1359 - Visual Design for New Media	3
Speech Core Ed Requirement	3	ARTC 2305 - Digital Imaging II	3	IMED 2315 - Web Design II	3
ENGL 1301 <i>Composition I</i>	3	ARTC 2313 - Digital Publishing II	3	IMED 2351 - Digital Media Programming Or ITSE 1311 - Beginning Web Programming	3
Year 1, Semester 2		ARTV 1351 - Digital Video <i>or</i> ARTC 2347 - Design Communication II	3	IMED 2313 - Project Analysis and Design	3
ARTC 1353 - Computer Illustration	3	ARTS 1316 - Drawing I	3	ARTC 1392 - Special Topics in Design and Visual Communications	3
IMED 1316 - Web Design I	3				
Designated Elective 1 - Track (A or B)	3				
Designated Elective 2 - Track (A or B)	3				
<i>Elective - Humanities/Fine Arts</i>	3				
Year 2, Semester 1					
ARTC 2317 - Typographic Design	3				
Designated Elective 3 - Track (A or B)	3				
Designated Elective 4 - Track (A or B)	3				
<i>Social/Behavioral Science</i>	3				
MATH 1332 <i>or</i> MATH 1314	3				
Year 2, Semester 2					
Elective - Designated Capstone	3	Visual Design Capstone: ARTC 2335 - Portfolio Development for Graphic Design <i>or</i> ARTC 2380 - Cooperative Education - Commercial and Advertising Art	3	Digital Interface Design Capstone: IMED 2311 - Portfolio Development <i>or</i> IMED 2388 - Internship - Digital Communication and Media/Multimedia	3
Designated Elective 5 - Track (A or B)	3				
Designated Elective 6 - Track (A or B)	3				
Designated Elective 7 - Track (A or B)	3				
BUSI 1301 <i>or</i> MRKG 1311	3				
TOTAL CREDIT HOURS	60				

Experience Design/User Interface (UX/UI) A.A.S. – Program Overview

Dallas College Experience Design/User Interface (UX/UI) A.A.S. Brookhaven, North Lake	CR
Year 1, Semester 1	
ARTC 1302 - Digital Imaging I	3
ARTC 1353 - Computer Illustration	3
ARTC 1305 - Basic Graphic Design	3
UXUI 1370 - Principles of User Experience Design	3
<i>ENGL 1301 - Composition I</i>	3
Year 1, Semester 2	
UXUI 1372 - User Interface Design I	3
UXUI 1373 - Responsive Design I	3
UXUI 1374 - Introduction to UX Tools	3
ARTC 1317 - Design Communication I	3
<i>MATH 1332 or MATH 1314</i>	3
Year 2, Semester 1	
UXUI 2373 - Responsive Design II	3
UXUI 2372 - User Interface Design II	3
UXUI 2377 - Interaction Design	3
ARTC 2317 - Typographic Design	3
<i>SOCI 1301 or PSYC 2301</i>	3
Year 2, Semester 2	
UXUI 2375 - Introduction to App Design	3
UXUI 2379 - Applied UX Lab	3
UXUI 2374 - Portfolio Design for UX/UI Design or UXUI 2378 - Cooperative Education-UX/UI Design	3
ARTS 1303 - Art History I	3
<i>SPCH 1311 or SPCH 1315</i>	3
TOTAL CREDIT HOURS	60

Dallas College4 Related Certificates — Course Overview (AY24)

Dallas College Certificate Level 1, Visual Design Certificate		CR
Year 1, Semester 1		
ARTC 1302 - Digital Imaging I		3
ARTC 2317 - Typographic Design <i>or</i> ARTC 1353 - Computer Illustration		3
ARTC 1305 - Basic Graphic Design		3
ARTS 2356 - Photography I <i>or</i> ARTC 1309 - Basic Illustration		3
Year 1, Semester 2		
ARTC 1313 - Digital Publishing I		3
ARTC 1317 - Design Communication I		3
IMED 1316 - Web Design I		3
ARTV 1351 - Digital Video		3
ARTC 1359 - Visual Design for New Media		3
TOTAL CREDIT HOURS		27

Dallas College Digital Interface Design Certificate		CR
Year 1, Semester 1		
ARTC 1302 - Digital Imaging I		3
ARTC 1305 - Basic Graphic Design		3
ARTC 1353 - Computer Illustration		3
UXUI 1372 - User Interface Design I		3
IMED 1316 - Web Design I		3
Year 1, Semester 2		
ARTC 1359 - Visual Design for New Media		3
IMED 1345 - Interactive Digital Media I <i>or</i> ARTV 1351 - Digital Video		3
IMED 2313 - Project Analysis and Design		3
UXUI 1374 - Introduction to UX Tools		3
IMED 2315 - Web Design II		3
TOTAL CREDIT HOURS		30

Dallas College Digital Interface Design Certificate		CR
Year 1, Semester 1		
ARTC 1305 - Basic Graphic Design <i>or</i> ARTC 1317 - Design Communication I		3
ARTC 1302 - Digital Imaging I		3
UXUI 1370 - Principles of User Experience Design		3
UXUI 1372 - User Interface Design I		3
UXUI 1374 - Introduction to UX Tools		3
Year 1, Semester 2		
ARTC 1353 - Computer Illustration		3
ARTC 2317 - Typographic Design		3
UXUI 1373 - Responsive Design I		3
UXUI 2375 - Introduction to App Design		3
UXUI 2374 - Portfolio Design for UX/UI Design <i>or</i> UXUI 2378 - Cooperative Education-UX/UI Design		3
TOTAL CREDIT HOURS		30

Tarrant County College

Dallas College offers the following related A.A.S. Degrees and Certificates

- **Graphic Communication, AAS**
- **Certificate Level 1, Computer Graphics**

They additionally offer a Certificate Level 1, Photographic Retouching. As a program, it is essentially a photography program that includes graphic work with a heavy emphasis on photo-manipulation, more akin to the Certificates offered by Collin's Photography Department, and not the Communication Design Department or any of its programs.

Additionally, Tarrant College does not offer any award programs related to User Experience Design or User Interface Design. Furthermore, they do not offer any design-oriented Web design programs, offering only a Web Applications Programming, AAS as part of the Information Technology Department.

Graphic Communication, AAS

Compared to Collin's Communication Design AAS, Graphic Design Track, which balances theory, strategy, and concept with production skills, the Tarrant County College Graphic Communication, AAS focuses on heavily on the computer as a production tool. This is evidenced by their inclusion of courses like *ARTC 2305 Digital Imaging II* and *ARTC 2340 Computer Illustration II*, compared to courses in Collin's program like *ARTC 1317 Design Communication I*, *ARTC 1349 Art Direction*, and *ARTC 2347 Design Communication II*. Again, our Communication Design Advisory Committee has stressed the importance of these strategic and conceptual skills in making job candidates more desirable, with greater long-term potential for increased income.

Certificate Level 1, Computer Graphics

Similarly, Tarrant's Certificate Level 1, Computer Graphics is also production-intensive, going so far as to include *ARTV 1303 Basic Animation*.

Tarrant County College – Graphic Communication, AAS (AY24)

Tarrant County College Graphic Communication, AAS		CR
Year 1, Semester 1		
ARTC 1305 - Basic Graphic Design		3
ARTC 1313 - Digital Publishing I		3
ARTS 1311 - Design I (2-Dimensional)		3
ARTS 1316 - Drawing I		3
SPCH X3XX - <i>Speech and Communication Skills</i>		3
Year 1, Semester 2		
ARTC 1302 - Digital Imaging I		3
ARTC 1353 - Computer Illustration		3
ARTC 2317 - Typographic Design		3
ARTC 2313 - Digital Publishing II		3
Year 1, Semester 3		
ENGL 1301 - Composition I		3
PSYC 2315 or PSYC 2301		3
ELECTIVE X3XX*		3
Year 2, Semester 1		
ARTC 2305 - Digital Imaging II		3
ARTC 2340 - Computer Illustration II		3
ARTS 2356 - Photography I (Fine Arts Emphasis)		3
IMED 1316 - Web Design I		3
Year 2, Semester 2		
ARTC 2335 - Portfolio Development for Graphic Design (Capstone)		3
ARTV 1303 - Basic Animation		3
IMED 2315 - Web Design II		3
MATH 1332 or MATH 1314 or MATH 1342		3
TOTAL CREDIT HOURS		60

ELECTIVE X3XX* OPTIONS: ARTS 1301, ARTS 1303, ARTS 1304, ARTS 1311, ARTS 1312, ARTS 1316, ARTS 1317, ARTS 2313, ARTS 2316, PHTC 1300, PHTC 1343, PHTC 1353, PHTC 2331, PHTC 2343, PHTC 2349, MRKG 1301, MRKG 1302, MRKG 1311, MRKG 2312, MRKG 2333, MRKG 2348, MRKG 2349, BMGT 1301, BMGT 1305, BMGT 1313, BMGT 1327, BMGT 1331, BMGT 1341, BMGT 2309, BMGT 2331, BMGT 2341, BMGT 2482, BUSG 1302, BUSG 1307, BUSG 1315, BUSG 1341, BUSG 1370, BUSG 2300, BUSG 2305, BUSG 2309, BUSI 1301, BUSI 1307, BUSI 2301, BUSI 2305, COSC 1301, COSC 1420, COSC 1436, COSC 1437, COSC 2425, COSC 2436

Tarrant County College – Certificate Level 1, Computer Graphics (AY24) — Course Overview

Tarrant County College Certificate Level 1, Computer Graphics		CR
Year 1, Semester 1		
ARTC 1305 - Basic Graphic Design		3
ARTC 1313 - Digital Publishing I		3
ARTC 1353 - Computer Illustration		3
ARTS 1316 - Drawing I		3
Year 1, Semester 2		
ARTC 1302 - Digital Imaging I		3
ENGL 1301 - Composition I +		3
ARTS 1311 - Design I (2-Dimensional) +		3
IMED 1316 - Web Design I		3
Year 2, Semester 1		
ARTC 2317 - Typographic Design		3
ARTC 2305 - Digital Imaging II		3
ARTV 1303 - Basic Animation		3
ARTC 2335 - Portfolio Development for Graphic Design (Capstone)		3
TOTAL CREDIT HOURS		36

COMPARISON WITH LOCAL COMPETITIVE 4-YEAR PROGRAMS

East Texas A&M (Commerce/Dallas)

East Texas A&M (formerly Texas A&M University Commerce - Dallas) offers the following related awards:

- **BFA, Visual Communication**, with the following concentration options:
 - Design Concentration — *From their web site: “The emphasis in Design prepares students choosing to pursue a career as a design.”*
 - Art Direction Concentration — *From their web site: “The concentration in Art Direction prepares students for professional positions as creative team leaders who target specific market audiences, and produce client branding, single ads or campaigns in printed, broadcast and interactive media.”*
 - New Media Concentration — *From their web site: “The concentration in New Media pairs creative thinking and refined design skills with computer-based multimedia and motion design.”*
- **Online UX Design Graduate Certificate**

BFA, Visual Communication – Design Concentration

This program is most directly related to Collin’s AAS Communication Design – Graphic Design Track.

This program requires 120 hours, compared to Collin’s limited 60-credit Associates of Applied Science Graphic Design award. This can further be broken down as:

- 60 design-specific program course credit hours (compared to Collin’s 45 credit hours)
 - When directly comparing the required credits for the field of study between the two programs, there is a difference of approximately 5 program-specific courses (15 credit hours).
- 42 core education credit hours (compared to Collin’s 15 credit hours)
- 28 credit hours from fine art studio arts courses, electives adjacent (but not directly related) to the field of study, and non-design related art history course credit hours
 - While many of these courses (e.g., photography and video production) are similarly available to Collin students should they choose to pursue them, they are not directly related to preparing students for entering the workforce.

It should be noted, that of all the 4-year programs in the area, this program is the most popular “next step” for students who have completed the Collin AAS Communication Design Track and wish to continue on to a 4-year BFA program. We have successfully worked over the last few years in having many Collin students matriculate to the East Texas A&M BFA, Visual Communication – Design Concentration, receiving transfer credit for most (and sometimes all) of their graphic design specific coursework from Collin (based on portfolio reviews).

BFA, Visual Communication – Art Direction Concentration

This is a focused program that concentrates on skills in creating headlines, copy, layout and storyboarding, partnering with copywriting students, as well as in directing the work of designers, photographers, illustrators and other contributions.

The Collin College AAS Communication Design – Graphic Design Track does include ARTC 1349 Art Direction as a required course. This course focuses on the creation of projects in art direction for advertising graphic campaigns for products, services, or ideas. Topics include all campaign procedures from initial research and creative strategy to final execution and presentation of a comprehensive project.

While the Collin program does not concentrate in advertising and art direction to the depth of the East Texas A&M BFA, Visual Communication – Art Direction Concentration, the introduction that students get in Collin’s ARTC 1349 Art Direction course often inspires them to pivot their design goals toward this path. As the foundational coursework is similar, and Collin students have found success in matriculating to East Texas A&M program and getting transfer credits for their Collin work, this program offers them a chance to build upon their Collin coursework as they move forward toward this goal.

BFA, Visual Communication – New Media Concentration

Per the East Texas A&M program web site, students pursuing this award “study a variety of media including motion graphics, modeling, animation, video, gaming concepts, interactive web and mobile apps to become innovative multimedia designers.” While interactive web and mobile apps are mentioned, they are part of a cross-disciplinary program that seems to be focused mainly on motion graphics.

This program does not directly compete with any of the Collin College Communication Design 2-year programs. However, the following considerations should be given.

- Students at Collin who choose this path are encouraged to add the Enhanced Skills Certificate, Motion Graphics, Level 3 Certificated to the Collin College AAS Communication Design – Graphic Design Track.
- Some students at Collin choose to simultaneously pursue the College AAS Communication Design – Graphic Design Track and the AAS Animation & Game Art. When these two AAS programs are combined, the total 75 credit hours of program-specific coursework exceeds the 60 hours of coursework in the East Texas New Media Concentration.

Online UX Design Graduate Certificate

Students must have admission to the East Texas A&M Graduate School in order to enroll in this program.

Even though this is labeled “UX” (for User Experience), it is by their own admission a multidisciplinary certificate that provides students with the skills necessary to “gather, interpret and visualize a range of data types in a variety of mediums.” It does provide some of the related methodologies of User Experience Design (e.g., per the program description, “an empathic understanding of the social sciences, the priorities of business, the aesthetics of graphic design”), it is admittedly focused on the business and marketing aspects of UX (i.e., designing business- and results-driven experiences), as opposed to Collin’s UX program which focuses on designing experiences that focus on the user’s pain points and desires.

East Texas A&M (Commerce/Dallas) BFA, Visual Communication – Design Concentration

**East Texas A&M Commerce/Dallas
BFA, Visual Communication – Design Concentration**

	CR
Core Curriculum Courses	42
Art Core/Sophomore Studio	
ART 1316 Drawing I	3
ART 1311 Two-Dimensional Design and Color Theory	3
ART 2313 Visual Communication I	3
ART 2323 Figure Drawing	3
PHO 209 Introduction to Video	3
PHO 2357 Basic Photography	3
Visual Communication Core	
ART 300 Typography	3
ART 310 Electronic Media and Methods	3
ART 311 Introduction to User Experience	3
ART 360 Creative Thinking	3
ART 365 Design Communications I	3
ART 406 Illustration	3
ART 463 Advanced Typography	3
ART 458 Visual Communication Professional Practice	3
Total from Core (General + Program)	84

Blue = Field of Study Course

Orange = Field-of Study-Elective related to concentration.

	CR
Total from Core	84
Required/Concentration Studio	
ART 466 Design Communications II	3
ART 472 Art Direction	3
ART 429 Packaging	3
ART 462 Visual Communication Branding	3
ART 467 Design Communications III	3
ART 468 Design Communications IV	3
ART 469 Applied Typography	3
Advanced Electives	
<i>Choose 9 semester hours from below:</i>	
ART 414 Motion Graphics	3
ART 418 Cross Cultural Design	4
ART 464 Screen Printing for Visual Communication	4
ART 465 Letterpress	3
ART 473 Advertising Concepts	3
ART 474 Campaign Concepts	3
ART 495 Internship	1-4
ART 497 Special Topics	1-4
Required Support Courses – Art/Design History	
ART 407 History of 20th Century Graphic Design	3
ART 408 History of American Typography	3
TOTAL PROGRAM CREDIT HOURS	120

East Texas A&M (Commerce/Dallas) BFA, Visual Communication – Art Direction Concentration

East Texas A&M Commerce/Dallas
BFA, Visual Communication – Design Concentration

	CR
Core Curriculum Courses	42
Art Core/Sophomore Studio	
ART 1316 Drawing I	3
ART 1311 Two-Dimensional Design and Color Theory	3
ART 2313 Visual Communication I	3
ART 2323 Figure Drawing	3
PHO 209 Introduction to Video	3
PHO 2357 Basic Photography	3
Visual Communication Core	
ART 300 Typography	3
ART 311 Introduction to User Experience	3
ART 310 Electronic Media and Methods	3
ART 360 Creative Thinking	3
ART 365 Design Communications I	3
ART 463 Advanced Typography	3
ART 458 Visual Communication Professional Practice	3
Total from Core (General + Program)	81

Blue = Field of Study Course

Orange = Field-of Study-Elective related to concentration

	CR
Total from Core	81
Required/Concentration Studio	
ART 466 Design Communications II	3
ART 402 Storyboarding	3
ART 413 Copywriting	3
ART 412 Video in Visual Communication	3
ART 472 Art Direction	3
ART 473 Advertising Concepts	3
ART 474 Campaign Concepts	3
Advanced Electives	
<i>Choose 9 semester hours from below:</i>	
ART 414 Motion Graphics	3
ART 418 Cross Cultural Design	4
ART 464 Screen Printing for Visual Communication	4
ART 465 Letterpress	3
ART 473 Advertising Concepts	3
ART 474 Campaign Concepts	3
ART 495 Internship	1-4
ART 497 Special Topics	1-4
Required Support Courses – Art/Design History	
ART 1304 History of Art II *	3
ART 407 History of 20th Century Graphic Design	3
ART 408 History of American Typography	3
TOTAL PROGRAM CREDIT HOURS	120

East Texas A&M (Commerce/Dallas) BFA, Visual Communication – New Media Concentration

East Texas A&M Commerce/Dallas
BFA, Visual Communication – Design Concentration

	CR
Core Curriculum Courses	42
Art Core/Sophomore Studio	
ART 1316 Drawing I	3
ART 1311 Two-Dimensional Design and Color Theory	3
ART 2313 Visual Communication I	3
ART 2323 Figure Drawing	3
PHO 209 Introduction to Video	3
PHO 2357 Basic Photography	3
Visual Communication Core	
ART 300 Typography	3
ART 310 Electronic Media and Methods	3
ART 311 Introduction to User Experience	3
ART 360 Creative Thinking	3
ART 365 Design Communications I	3
ART 463 Advanced Typography	3
ART 458 Visual Communication Professional Practice	3
Total from Core (General + Program)	81

Blue = Field of Study Course

Orange = Field-of Study-Elective related to concentration

	CR
Total from Core	81
Required/Concentration Studio	
ART 410 Advanced Video Application	3
ART 417 Applied Motion Graphics	3
ART 472 Art Direction	3
ART 402 Storyboarding	3
ART 411 Advanced User Experience in Multimedia	3
ART 412 Video in Visual Communication	3
ART 414 Motion Graphics	3
ART 416 Advanced Motion Graphics	3
ART 467 Design Communications III	3
Advanced Electives	
<i>Choose 9 semester hours from below:</i>	
ART 406 Illustration	3
ART 418 Cross Cultural Design	4
ART 460 3-D Painting	4
ART 462 Visual Communication Branding	3
ART 495 Internship	1-4
ART 497 Special Topics 1-4	1-4
Required Support Courses – Art/Design History	
ART 407 History of 20th Century Graphic Design	3
ART 409 History of Motion Graphics in Vis. Communication	3
TOTAL PROGRAM CREDIT HOURS	120

East Texas A&M (Commerce/Dallas) Online UX Design Graduate Certificate

East Texas A&M Online UX Design Graduate Certificate	CR
SOC 577 Qualitative Methodology	3
ARTS 597 Special Topics (Introduction to User Experience)	1-4
ARTS 597 Special Topics (Advanced User Experience in Multimedia)	1-4
MKT 569 Interactive and Digital Marketing	3
ENG 611 Writing with Digital Media	3
BUSA 547 Data Visualization	3
TOTAL CREDIT HOURS	18

University of North Texas

The University of North Texas offers the following related awards:

- **BFA, Visual Communication**, with the following concentration options:
 - Graphic Design
 - User-Experience Design
- **B.F.A., Communication Design: User-Experience Design**

B.F.A., Communication Design: Graphic Design

This program requires 120 hours, compared to Collin’s limited 60-credit Associates of Applied Science Communication Design – Graphic Design Track award. This can further be broken down as:

- 42 credit hours from field of study courses (compared to Collin’s 45 hours)
- 30 credit hours from fine art studio arts courses (including foundational courses), electives adjacent (but not directly related) to the field of study, and non-design related art history course credit hours
 - While some of these courses (e.g., Art History Survey I and II) and similar courses are available to Collin students, should they choose to pursue them, they are not directly related to preparing students for entering the workforce.
- 48 credit hours from core education courses and general electives (compared to Collin’s 15 credit hours)

When considering the ratio of field-of-study courses, Collin College’s Graphic Design Track provides a more efficient and cost-effective pathway to a graphic design career, offering a focused curriculum that very competitive with UNT’s Graphic Design BFA.. Furthermore, even though UNT’s program offers a broader education, the longer program length and higher cost limit accessibility for many students.

Each year, a number of students starting the Graphic Design program at Collin express an interest in transferring to the UNT program after completion at Collin. However, as mentioned earlier in this review (see p.00), UNT’s acceptance of Collin credits comes with restrictions (e.g., the Student Learning Outcomes of Collin’s ARTC 2311 History of Communication Graphics align with those of UNT’s ARTH 4842: History of Communication Design course, but UNT will not transfer the credit from Collin because it is not a 3000+ level course).

Students seeking to transfer from Collin to UNT to pursue this award are advised about the program comparisons noted above, as well as the issue with transfer credits. Many of those originally intending to pursue the BFA in Graphic Design decide not to pursue it, realizing the strength and focus of

Collin’s program, especially in terms of the program length and financial implications of UNT’s program. Others who choose to continue to 4-year program often see East Texas A&M’s program as a superior 4-year option to UNT.

As noted previously in this review, the department has a history of students transferring into the AAS Communication Design – Graphic Design track from 4-years institutions, including UNT.

- *“Overall, the project workload at Collin is much more manageable than at UNT, especially for students who are balancing work and school. I’ve also noticed that during lectures and as we work on our projects, Collin professors emphasize concepts relevant to the business of design, such as the best practices for working with clients and stakeholders and keeping up with technological advancements like AI.” – Sade Oyedipe (former UNT student who transferred to Collin College beginning with Fall 2024 Semester)*

Collin professors emphasize concepts relevant to the business of design, such as the best practices for working with clients and stakeholders and keeping up with technological advancements like AI

B.F.A., Communication Design: User-Experience Design

This program requires 120 hours, compared to Collin’s limited 60-credit Associates of Applied Science Communication Design – User Experience Design Track award. This can further be broken down as:

- 42 credit hours from field of study courses (compared to Collin’s 45 hours)
- 30 credit hours from fine art studio arts courses (including foundational courses), electives adjacent (but not directly related) to the field of study, and non-design related art history course credit hours
 - While some of these courses (e.g., Art History Survey I and II) and similar courses are available to Collin students, should they choose to pursue them, they are not directly related to preparing students for entering the workforce.
- 48 credit hours from core education courses and general electives (compared to Collin’s 15 credit hours)

Of the User Experience Design programs in the area, UNT’s program most closely mirror’s Collin’s program on its focus of User Experience Design (as opposed to User Interface Design), as evidenced by UNT’s inclusion of courses like ADES 1513: Contextual Research Methods and ADES 2518: Prototyping & User Testing.

Similar to the Collin College Graphic Design Track, when considering the ratio of field-of-study courses, Collin College’s User Experience Design Track provides a more efficient and cost-effective pathway to a user experienced career. Furthermore, even though UNT’s program offers a broader education, the longer program length and higher cost limit accessibility for many students.

Finally, it should be noted that currently, UNT’s requirements around UX-specific courses outweigh Collin’s current UX program (27 hours of UX-specific UNT coursework vs. Collin’s 15). However, this balance will shift to Collin’s favor with the planned curriculum expansion in AY26 (bringing Collin’s

program to a total of 33 hours of UX-specific coursework compared to UNT's 27. This will set Collin's UX program as the most intense User Experience program in the DFWA area.

Additional Related UNT Programs

- **Advertising Creative Certificate.** (18 credit hours) The advertising creative certification is designed for students who are interested in working in the creative side of advertising. The program consists of 18 semester credit hours with courses that include both copywriting and art direction as well as the computer programs require of creative advertising professionals. Students will work on developing their portfolios as part of this coursework.
 - This program falls under UNT's Journalism Department.
 - Students cannot go directly to the Certificate Program. It is intended as an "add on" for Journalism majors, and requires several foundational JOUR (Journalism) courses in order to enroll.
- **Master's in Design with a concentration in Interaction Design.** (30 credit hours) This cross-disciplinary program incorporates graduate level courses in User Experience Design, Computer Science and Engineering, Logistics & Supply Chain Management, Marketing, and Technical Communication.

University of North Texas B.F.A., Communication Design: Graphic Design (AY24)

University of North Texas
B.F.A., Communication Design: Graphic Design
 Suggested Four-Year Curriculum

	CR
Year 1, Semesters 1	
ART 1600: Foundations - Perception & Translation	3
ART 1700: Foundations - Space	3
ART 2350: Art History Survey I	3
ADES 1500: Intro to Communication Design*	3
ENGL 1310: First-Year Writing I (or 1311: Honors)	3
Year 1, Semesters 2	
ART 1800: Foundations - Narrative & Representation	3
ART 1900: Foundations - Systems & Transformations	3
ART 2360: Art History Survey II	3
ADES 1540: Foundations for Communication Design	3
College Math	3
Year 2, Semesters 1	
ADES 1510: Typography I	3
ADES 2515: Image Making & Color Theory	3
ART 2370: Art History Survey III	3
Life/Physical Science	3
ENGL 1320: First-Year Writing II (or 1321: Honors)	3
Year 2, Semesters 2	
ADES 2510: Typography II	3
ADES 2520: Graphic Design	3
Menu I Course	3
Life/Physical Science	3
Social & Behavioral Sciences	3

*Candidacy Portfolio Review at the end of the semester

Menu I: 3 hours from ASTU 2101, 2102, 2201, 2202, 2401, 2402, 2501, 2502, 2601, 2602, 2701, 2702, 2801, or 2802.

Menu II: 3 hours from ADES 3700, 4700; ART 4120, 4660; ARTH 4852; MKTG 3650/3651; ANTH 3101, 3130, 3140, 3300; BEHV 3150.

Blue = Field of Study Course

	CR
Year 3, Semester 1	
Fall Semester: 15 credits	3
ADES 3500: Publication Design	3
ADES 3510: Interaction Design I	3
Advanced Art History Elective (ARTH)	3
HIST 2610 U.S. History to 1865 (or 2675: Honors)	3
Year 3, Semester 2	
ADES 3545: Communication Design Studio	3
ADES 3545: Communication Design Studio	3
ARTH 4842: History of Communication Design	3
HIST 2620: U.S. History since 1865 (or 2685: Honors)	3
Menu II Course	3
Year 4, Semester 1	
DES 4520: GD Advanced Campaigns	3
ADES 4533: Advanced Communication Design Studio	3
Advanced Art History Elective (ARTH)	3
Advanced Elective (any subject, 3000+)	3
PSCI 2305: U.S. Pol. Behavior & Policy (or 2315: Honors)	3
Year 4, Semester 2	
ADES 4541: Portfolio Development	3
ADES 4525: GD Final Portfolio	3
Core Course (See Academic Advisor)	3
Advanced Elective (any subject, 3000+)	3
PSCI 2306: US & Texas Const./Inst. (or 2316: Honors)	3
TOTAL PROGRAM CREDIT HOURS	120

University of North Texas B.F.A., Communication Design: User-Experience Design (AY24)

University of North Texas
B.F.A., Communication Design: User-Experience Design
 Suggested Four-Year Curriculum

	CR
Year 1, Semesters 1	
ART 1600: Foundations - Perception & Translation	3
ART 1700: Foundations - Space	3
ART 2350: Art History Survey I	3
ADES 1500: Intro to Communication Design*	3
ENGL 1310: First-Year Writing I (or 1311: Honors)	3
Year 1, Semesters 2	
ART 1800: Foundations - Narrative & Representation	3
ART 1900: Foundations - Systems & Transformations	3
ART 2360: Art History Survey II	3
ADES 1543: Foundations of User-Centered Design	3
College Math	3
Year 2, Semesters 1	
ADES 1513: Contextual Research Methods	3
ADES 2513: Typographic Systems	3
ART 2370: Art History Survey III	3
Life/Physical Science	3
ENGL 1320: First-Year Writing II (or 1321: Honors)	3
Year 2, Semesters 2	
ADES 2518: Prototyping & User Testing	3
ADES 2523: Digital Patterns & Systems	3
Menu I Course	3
Life/Physical Science	3
Social & Behavioral Sciences	3

	CR
Year 3, Semester 1	
ADES 3503: Planning & Developing Interactive Systems	3
ADES 3513: Data Visualization & the Design of Information	3
Advanced Art History Elective (ARTH)	3
HIST 2610: U.S. History to 1865 (or 2675: Honors)	3
Elective	3
Year 3, Semester 2	
ADES 3548: Topics in User-Experience Design	3
Advanced Elective (any subject, 3000+)	3
ARTH 4842: History of Communication Design	3
HIST 2620: U.S. History since 1865 (or 2685: Honors)	3
Menu II Course	3
Year 4, Semester 1	
ADES 4518: Cause-Based User-Experience Design	3
ADES 4523: Advanced Product Design in UX Design	3
Advanced Art History Elective (ARTH)	3
Advanced Elective (any subject, 3000+)	3
PSCI 2305: U.S. Pol. Behavior & Policy (or 2315: Honors)	3
Year 4, Semester 2	
ADES 4528: UX Final Portfolio	3
Menu II Course	3
Core Course (See Academic Advisor)	3
Advanced Elective (any subject, 3000+)	3
PSCI 2306: U.S. & Texas Const./Inst. (or 2316: Honors)	3
TOTAL PROGRAM CREDIT HOURS	120

*Candidacy Portfolio Review at the end of the semester

Menu I: 3 hours selected from ASTU 2101, 2102, 2201, 2202, 2401, 2402, 2501, 2502, 2601, 2602, 2701, 2702, 2801, or 2802.

Menu II: 6 hours selected from ADES 3548, 3700, 4700; ART 4120, 4570, 4660, 4900, or 4910; ARTH 4852.

[Blue = Field of Study Course](#)

Texas Woman's University (TWU)

TWU offers the following related award:

- **BFA Art – Graphic Design**

TWU has not traditionally been considered as competition to the Collin College Communication Design programs. The program is not as well known as UNT's nor well-regarded. However, based on its location near UNT and tuition costs that are comparable to UNT, for those wishing to pursue a 4-year degree, it is an absolutely viable consideration.

This program is essentially a fine art studio program with a concentration in graphic design.

Program offers an Illustration "Focus Area" as an alternative to Visual Communication. While illustration is adjacent to the practice of graphic design, it is seen more as an ancillary skill (or alternative field of study) rather than a component skill of graphic design.

BFA Art – Graphic Design

This program requires 120 hours, compared to Collin's limited 60-credit Associates of Applied Science Communication Design – Graphic Design Track award. This can further be broken down as:

- 27 credit hours from field of study courses (compared to Collin's 45 hours)
- 51 credit hours from fine art studio arts courses (including foundational courses), electives adjacent (but not directly related) to the field of study, and non-design related art history course credit hours
 - While some of these courses (e.g., Art History Survey I and II) and similar courses are available to Collin students, should they choose to pursue them, they are not directly related to preparing students for entering the workforce.
- 42 credit hours from core education courses and general electives (compared to Collin's 15 credit hours)

With only 27 hours from field-of-study courses (vs. Collin's 45 hours), this program does not provide the field-of-study depth that Collin's does, nor does it compare to the BFA in Graphic Design of its neighbor UNT.

Texas Woman’s University (TWU) BFA Art – Graphic Design (AY24)

Texas Woman’s University
BFA in Art – Graphic Design

	CR
Undergraduate Core (42 hours)	
ENG 1013 Composition I	3
ENG 1023 Composition II	3
Mathematics	3
Life & Physical Sciences	6
Language, Philosophy, & Culture	3
Creative Arts	3
HIST 1013 History of the U.S., 1492-1865	3
HIST 1023 History of the U.S., 1865 to the Present	3
POLS 2013 U.S. National Government	3
POLS 2023 Texas Government	3
Social & Behavioral Sciences	3
CAO: Women's Studies	3
CAO: First Year Seminar, Wellness or Mathematics	3
Art History Foundations (12 hours)	
ART 2423 World Art History I	3
ART 2433 World Art History II	3
ART 3053 Global Perspectives in Art or ART 3343 Women in the Visual Arts	3
ART 3173 Contemporary Issues in Art	3
Studio Art Foundation (12 hours)	
ART 1203 2D Foundations	3
ART 1213 3D Foundations	3
ART 1303 Drawing Foundations	3
ART 2223 Digital Art Foundations	3

Blue = Field of Study Course

	CR
Introductory Electives (9 hours)	
<i>Choose 9 hours</i>	
ART 1503 Introduction to Painting	3
ART 1603 Introduction to Photography	3
ART 2753 Introduction to Sculpture	3
ART 2823 Introduction to Ceramics	3
ART 3013 Principles of Art Education	3
ART 3153 Animation	3
Intermediate and Advanced Studies (15 hours)	
ART 2243 Fundamentals of Type and Image	3
ART 2293 Visual Identity and Symbol	3
ART 3253 Motion Graphics	3
ART 4363 Community-Focused Design Studio	3
ART 4953 Internship	3
Focus Area – Visual Communication (9 hours)	
ART 4253 Publication Design	3
ART 4283 Web and App Design	3
ART 4313 Advertising and Social Media Design	3
Advanced Electives (12 hours)	
3000 or 4000 level ART	12
MGT 3243 Entrepreneurship	
MGT 4443 Small Business Management	
Capstone (9 hours)	
ART 3393 Professional Practices for Visual Arts	3
ENG 3433 Professional Writing	3
ART 4993 BFA Exhibition	3
TOTAL PROGRAM CREDIT HOURS	132

Texas Christian University (TCU)

TCU offers the following related awards:

- **Bachelor of Fine Arts (BFA) in Graphic Design**
- **Bachelor of Science (BS) in Design Studies**

TCU's BFA in Graphic Design degree is a direct competitor to Collin's AAS Communication Design – Graphic Design Tracks, as it is intended to prepare graduates to enter the workforce as designers and/or art directors upon graduation.

TCU's BS in Design Studies is a broad-based alternative to the BFA degree that combines instruction in visual communication with a complementary major or minor. Suggested majors or minors include business courses, computer science courses, writing courses. This is a liberal-arts degree, and is not as much about career preparation in graphic design as the BFA.

Bachelor of Fine Arts (BFA) in Graphic Design

This program requires 136+ hours, compared to Collin's limited 60-credit Associates of Applied Science Communication Design – Graphic Design Track award. This can further be broken down as follows:

- 57 design-specific program course credit hours (compared to Collin's 45 credit hours)
 - When directly comparing the required credits for the field of study between the two programs, there is a difference of approximately 4 program-specific field-of-study courses (12 credit hours).
- 45 core education credit hours (compared to Collin's 15 credit hours)
- 18 credit hours from foundational studio courses (not directly related) to the field of study, and non-design related art history course credit hours

When considering the ratio of field-of-study courses, Collin College's Graphic Design Track provides a more efficient and cost-effective pathway to a graphic design career, offering a focused curriculum that very competitive with TCUs BFA in Graphic Design. Furthermore, even though UNT's program offers a broader education, the longer program length and higher cost limit accessibility for many students.

- *It should be noted, Taylor Peterson is a 2019 graduate of the Collin College Graphic Design student who was originally pursuing the TCU Graphic Design program and abandoned it in favor of pursuing Collin's. She now serves the Collin College Communication Design Department as a member of our Communication Design Advisory Committee.*

Bachelor of Science (BS) in Design Studies

With only 27 hours from field-of-study courses (vs. Collin's 45 hours), this program is, by TCU's own admission, not as much about career preparation in graphic design as the BFA. However, for those seeking to pursue graduate level work, this does provide an alternative to a career-focused degree program. Notwithstanding, the longer program length and higher cost limit accessibility for many students.

Texas Christian University (TCU) BFA in Graphic Design (AY24)

**Texas Christian University
BFA in Graphic Design**

	CR
Undergraduate Core (48 hours)	
<i>Essential Competencies</i>	12
<i>Humanities</i>	9
<i>Social Sciences</i>	9
<i>Natural Sciences</i>	3
<i>Fine Arts (from DSGN 10103 Intro Creative Practice)</i>	—
<i>Her., Miss., Vision & Val. (18 hours total including +3 from ARHI 10043 Survey Art History)</i>	15
Design Foundations (18 hours)	
DSGN 10103 Intro Creative Practice	3
DSGN 10113 Drawing for Design	3
DSGN 10123 2D Design Principles	3
DSGN 10133 Color & Light Theory	3
DSGN 10143 3D Design Principles	3
DSGN 10153 Intro Comp Graphics	3
Design History (12 hours)	
ARHI 10043 Survey of Art History	3
ARGD 30603 History of GD	3
DSGN UD Dsgn/Art Hist. (3 each x2)	6

Blue = Field of Study Course

	CR
Graphic Design Courses (48 hours)	
ARGD 20301 Prof. Development GD (1 each x2)	2
ARGD 20323 Typography	3
ARGD 20333 Intermediate Design	3
ARGD 20503 Digital Portfolio	3
ARGD 30301 Prof. Recog. GD (1 each x4)	4
ARGD 30323 Advanced Design Prac.	3
ARGD 30453 Computer Apps I	3
ARGD 30473 Computer Apps II	3
ARGD 30523 Advertising Design	3
ARGD 30433 Packaging	3
ARGD 30443 Corporate Identity	3
ARGD 30423 Publication Design	3
ARGD 40410 Internship	3
ARGD UD GD Electives (3 each x2)	6
ARGD 40413 Portfolio & Marketing	3
ARGD 40143 Senior Thesis (WEM)	3
Graphic Design Electives (3-6 hours)	
<i>3-6 hours recommended</i>	
ARGD 30400 Illustration	3-12
ARGD 30463 Experience Design	3
ARGD 40203 Business of Design	3
ARGD 40233 Design Entrepreneurship	3
ARGD 40410 Internship (repeat)	3
ARGD 40970 Directed Study	3
ARGD 30400 Illustration	3-12
ARGD 30463 Experience Design	3
TOTAL PROGRAM CREDIT HOURS	132

Texas Christian University BS in Design Studies (AY24)

Texas Christian University
BS in Design Studies

	CR
Year 1, Semesters 1	
DSGN 10103 Introduction to Creative Practice	15
DSGN 10113 Drawing for Design	
DSGN 10123 2D Design Principles	
Core	
Core	
Year 1, Semesters 2	
DSGN 10133 Color & Light Theory	15
DSGN 10143 3D Design Principles	
DSGN 10153 Introduction to Computer Graphics	
Core	
Core	
Year 2, Semesters 1	
ARGD 20323 Typography	16
ARGD 20503 Digital Portfolio	
Core	
Core	
Core	
Year 2, Semesters 2	
ARGD 20333 Intermediate Design Practices	16
ARLD 20503 Fundamentals of Lighting	
Upper-Division Design/Art History	
Core	
Core/Elective	

	CR
Year 3, Semester 1	
ARGD 30323 Advanced Design Practices	16
Upper-Division Design/Art History	
Core/Elective	
Core/Elective	
Year 3, Semester 2	
Upper-Division Graphic Design Elective	16
Upper-Division Graphic Design Elective	
Core/Elective	
Core/Elective	
Year 4, Semester 1	
Upper-Division Graphic Design Elective	15
Core/Elective	
Core/Elective	
Core/Elective	
Year 4, Semester 2	
ARGD 40403 Portfolio Enhancement	15
Core/Elective	
Core/Elective	
Core/Elective	
TOTAL PROGRAM CREDIT HOURS	124

OTHER PROGRAMS FOR CONSIDERATION

The additional following programs are also offered in the area. Although they do not provide the same comparison to Collin's Communication Design program as the programs noted previously, they are often times still in the consideration set for students who are seeking to pursue a graphics related career but aren't quite sure what that might look like for them.

The Department continues to advise these students on their potential career paths, and where Collin fits in with those plans and goals.

- University of Texas Dallas (UTD) BA in Arts, Technology, and Emerging Communication with Emerging Media Arts Concentration. This program emphasizes building a portfolio of studio-based artwork that reflects the evolving social role of art in reimagining and projecting the human condition. This program leans heavily to media-based expression (specifically audio and video).

Competition from Online Educational Institutions

The trend toward online college education, particularly for associate and bachelor's degrees, has experienced significant growth in recent years. As of 2022, approximately 53.3% of students enrolled in postsecondary institutions were taking distance education courses, highlighting a substantial shift toward online learning. https://nces.ed.gov/ipeds/TrendGenerator/app/build-table/2/42?cid=85&rid=6&utm_source=chatgpt.com

This increase is further evidenced by data from 2021, which indicates that 30% of students were enrolled exclusively in online study, with an additional 29% participating in some distance courses. https://insights.educationdynamics.com/rs/183-YME-928/images/EDDY-online-college-students-2023.pdf?utm_source=chatgpt.com

Moreover, between 2012 and 2020, the proportion of college students enrolled exclusively in online degree programs rose from 6.3% to 23.4%, underscoring a rapid adoption of online education formats. https://www.forbes.com/sites/michaelnietzel/2023/11/19/students-in-for-profit-online-programs-less-likely-to-complete-college-finds-new-study/?utm_source=chatgpt.com

The perception of online degrees has improved, and online institutions and platforms like SNHU, Coursera, Udemy, and LinkedIn Learning offer affordable, flexible, and fast alternatives to traditional programs, making them strong competitors for students seeking design credentials.

The Collin College Communication Design Department is dedicated to design as a hands-on discipline that benefits from in-person learning. Online education, even in community environments, lack the benefits of collaborative learning, design critiques, and direct access to tools (printers, studio spaces, etc.) that an in-person environment can provide.

2. How does the program curriculum align with any applicable professional association standards or guidelines?

N/A

3. Is the curriculum subject to external accreditation? If so, identify the accrediting body and the most recent accreditation date for the program, and summarize the outcome of the last accreditation review, if available.

N/A

4. If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

N/A

D. Present evidence from advisory committee minutes and composition that the program has an engaged committee that includes employers who are actively engaged on the committee, and who are representative of area employers.

ADVISORY COMMITTEE MEMBERSHIP

The Standing Collin College Communication Design Program Advisory Committee consists of the following members (as of Fall 2024):

- **Jimmy Flores**, Creative Director, Vari
- **Jeremy Hughes** (Vice Chair), Brand Design Manager, Baylor Scott & White Health
- **Garrett Harlan**, Specialty Accounts Manager, Bioworld Merchandising
- **Charles Lewis**, Creative Director, Edge Imports
- **Hollie Neal-Morgan** (Chair), Head of Creative, Lennar
- **Lauren Parr**, Sr. UX Design Strategist, Stellus Rx

- **Taylor Peterson**, Art Director, TPN Retail
- **Heidi Porter**, Creative Director, —
- **Hosna Quraishi**, Art Director, Belmont Icehouse
- **Trey Wright**, Senior Art Director, The Integer Group

A User Experience Exploratory Committee was formed in Fall of 2024. If the Graphic Design and User Experience programs separate as planned in the Fall of 2026, this will form the foundation of the Standing Collin College User Experience Design Program Advisory Committee. Its current members (as of Fall 2024) include:

- **Stephanie Carley** (Chair), Executive Director of User Experience, JPMorgan Chase
- **Ben Judy**, Senior Manager - Design Operations, Tech Enablement & Cybersecurity, The Home Depot
- **Christian Syypap**, UI/UX Developer, Tech Services Strategic Initiatives, Collin College
- **John (J) Schuh**, Design Strategist, First Command Financial Services, Inc.
- **Lizzie Neal**, UX Designer Consultant, SmoothApps
- **Lauren Parr**, Sr. UX Design Strategist, Stellus Rx
- **Jensen Chappell**, DEI Leader / Front End Engineer, Alkami Technology
- **Jeremy Johnson**, SVP Experience Transformation, geniant

1. How many employers does your advisory committee have?

Standing: 9, UX Exploratory: 8

2. How many employers attended the last 2 meetings?

Standing – Fall '24: 7, Spring '24: 6 ; UX Exploratory – Fall '24: 8

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

ADVISORY COMMITTEE GUIDANCE

Standing Communication Design Advisory Committee

Over the last few years, the Communication Design Advisory Committee has provided the program insight regarding ideas on potential classroom methodologies, tools and techniques that might give students additional skills or knowledge to prepare them for the workplace. They provided specific feedback on:

- The type of work environment we should be preparing candidates for.
- Industry technical advancements we should be incorporating into our program.
- The soft skills they see candidates lacking.
- The elements they are looking for in portfolios (especially as these have moved mainly online).
- There was an additional discussion specifically around the importance of a student’s social media presence, especially in relationship to online portfolios (what links should/shouldn’t be included) and employers background searches. The biggest concern was around “About Me” sections of portfolio web sites with content that was not professional, specifically calling out “About Me” pages in Portfolios have kept people from getting interviewed. While linking the site to professional sites like LinkedIn, it is ill-advised to link to personal social media accounts, as many employers do social media background checks. (It should be noted, these were statements in general about the industry and not about students from our program).

Artificial Intelligence (AI)

A major portion of the guidance the committee has provided over the last few years centers around the use of Artificial Intelligence (AI) in the industry. On multiple occasions, the committee was entreated to provide directives on what the department was already doing at a course level and what the department should be doing at a course level. The committee addressed and guided as follows:

- **AI should be viewed as a tool.** Committee members consistently expressed that AI should be used as a tool to enhance the creative process, not replace it, and that students should be encouraged to use AI for tasks like:
 - **Automating workflows** — streamlining processes like image resizing, batch editing, and generating variations of assets.
 - **Improving efficiency** — accelerating research tasks and generating initial concepts.
 - **Enhancing creativity** — exploring new ideas and pushing creative boundaries by using AI to generate unique and unexpected results.
- **The quality of AI work product relies on the critical thinking of the user.** Committee members express the need to:
 - **Train students to critically evaluate AI-generated output.** They must be able to recognize limitations, identify biases, and refine AI-generated results to achieve desired outcomes.
 - **Cultivate strong design fundamentals.** Students must be able to understand and evaluate the use of design principles, visual hierarchy, and aesthetics in order to guide AI usage and ensure high-quality results.
 - **Guard against "lazy work."** Students should be encouraged to develop strong critical thinking and problem-solving skills, rather than relying on AI as a shortcut.
- **The ethical and legal concerns are constantly evolving.** Students should at least be aware of the legal and ethical issues at play (copyright, intellectual property, data privacy) and use AI responsibly (respecting copyright laws and avoiding plagiarism).
- **Students must be prepared for industry expectations.** Students should be aware of how AI is being used in professional settings, how AI tools are evolving, and how to leverage AI tools to enhance their employability.

The Communications Design Department has continued to be ahead of the game on many of the directives the Advisory Committee has given regarding AI. Many of the following course-level AI-related items were already in place ahead of Advisory Committee, and have continued to adapt under their guidance.

- **Use as a Creative Imaging Tool in 1317 Design Communication I, ARTC 2347 Design Communication II, and ARTC 1349 Art Direction I.** Beginning in Spring of 2023, as soon as Adobe Firefly (Adobe’s collection of generative AI models that use artificial intelligence to create creative content) was released to the general public, its use was incorporated as a visual production tool (to bring concepts “to life” as visuals using AI-based visual imaging tools) in the courses ARTC 1317 Design Communication I and ARTC 2347 Design Communication II. It was soon after added similarly as a production tool in ARTC 1349 Art Direction I.
- **Use as a Brainstorming and Copywriting Tool in ARTC 1349 Art Direction I.** Beginning in the Spring of 2023, an AI module was added to the semester coursework for ARTC 1349 Art Direction I, focusing on using text

- **Consideration of industry trends and ethical implications in ARTC 1325 Intro to Computer Graphics and ARTC 2311 History of Communications Graphics.** As early as the Fall of 2022, a discussion-based assignment was added to ARTC 1325 Intro to Computer Graphics, asking to students to discuss their experiences with AI-based creative tools and consider the future implications of how AI will impact designers. Additionally, beginning in the Fall of 2024, an AI component was added to the semester coursework for ARTC 2311 History of Communication Graphics (as part of a larger lecture on the Future of Graphic Design) discussing the ethical implications of AI, especially in regard to the rights of artists to protect their work.

User Experience Exploratory Committee

As a newly-formed committee (Fall 2024), the focus of the User Experience Exploratory Committee has been solely focused on curriculum around a separate AAS User Experience Design. However, because this is ultimately a discussion of course-level Student Learning Outcomes, it has provided invaluable foundational guidance around the following UX industry-related topics:

- Balanced team collaboration (UX + engineering + Product)
- UX Research
- Experience Mapping
- Emerging Trends
- Design at Scale
- Accessibility
- Measuring UX Quality/Outcomes
- Ethics

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last 4 years.

CURRICULUM RECOMMENDATIONS MADE OF THER PAST FIVE YEARS BY THE COMMUNICATION DESIGN ADVISORY COMMITTEE AND USER EXPERIENCE EXPLORATORY COMMITTEE

Addition of User Experience Design to the Program

- Approved by Communication Design Advisory Committee: Spring 2019
- Presented and approved by Collin College Curriculum Advisory Board: Fall 2019
- Active in program beginning: Fall 2020

Updates to the curriculum as part of this initiative include the following:

- Change of the program name from *Graphic Design* to *Communication Design*
- Change of the name of the AAS from *AAS Graphic Design* to *AAS Communication Design*
- Incorporation of User Experience Curriculum into Graphic Design Program, including:
 - Deactivation of the AAS - *Graphic Design – Web Option*
 - Addition of a *User Experience Option* to the newly renamed AAS - *Communication Design*
 - Renaming AAS – *Graphic Design – Print Option* as AAS - *Communication Design – Graphic Design Option*
 - Deactivation of previous related Certificates
 - Addition of *Certificate Level 1 – Communication Design* (with *Graphic Design* and *User Experience Focus Options*)

It should be noted that the User Experience Option was grafted on to the existing Graphic Design – Print Option course order (which became renamed as the Communication Design – Graphic Design Option). Over time, this course order for User Experience was determined to be less than ideal, as it hindered student scheduling and completion, Updates to this program to remedy these issues are noted below.

Updates to Enhanced Skills Certificates (ESCs)

- Approved by Communication Design Advisory Committee: Spring 2019
- Presented and approved by Collin College Curriculum Advisory Board: Fall 2019
- Active in program beginning: Fall 2020

Updates to the curriculum as part of this initiative include the following:

- Reduction of all program ESCs from 12 credit hours to 9 credit hours.

- ESC – Advanced Design
 - Addition of requirement: ARTC 1392 Special Topics in Design and Visual Communications
 - Addition of *ARTC 2381 Co Ed - Commercial and Advertising Art* as Elective option
 - Addition of *ARTC 2389 Internship - Commercial and Advertising Art* as Elective option
- ESC – Advanced Design Illustration changes:
 - Removal of *ARTC 1321 Illustration Techniques I* as required course
 - Addition of *ARTC 2381 Co Ed - Commercial and Advertising Art* as Elective option
 - Addition of *ARTC 2389 Internship - Commercial and Advertising Art* as Elective option
- ESC – Motion Graphics changes:
 - Removal of *MUSC 1327 Audio Engineering I* as course option
 - Addition of *ARTC 2381 Co Ed - Commercial and Advertising Art* as course option
 - Addition of *ARTC 2389 Internship - Commercial and Advertising Art* as course option

Updates to AAS Communication Design from a Single Course Order with “Options” to Separate Course Order “Tracks”

- Approved by Communication Design Advisory Committee: Spring 2022
- Presented and approved by Collin College Curriculum Advisory Board: Spring 2023
- Active in program beginning: Fall 2023

Facilitation of Completion for User Experience Students

The original goal for the User Experience program at Collin College had been to offer a standalone User Experience AAS Degree. However, this would have required creating a completely separate program within the college, including: the creation of a new department within the college; full-time faculty dedicated solely to the UX program; the creation of a second standing Advisory Committee dedicated solely to the UX program; Separate SACSCOC accreditations and Program Reviews from the existing Graphic Design Program.

Since this was a new program, and enrollment expectations could not be accurately predicted, the decision was made to offer the UX award as a specific “Option” for the Communication Design AAS.

- The previous AAS Print Graphic Design Option and Web Design Option were replaced by a Graphic Design Option and User Experience Design Option.
- In order to keep a single AAS, the two options were required to share at least 50% of their program-specific courses. This placed a limitation on the UX-specific courses offered.

To facilitate these new AAS options, the UX option was “grafted onto” to the existing course order for Graphic Design (which had been established some years earlier), replacing the non-shared courses with newly created/added UX-specific courses. This created the following issues:

- UX students weren’t taking any sort of foundation UX course until the 2nd semester (of a 2-year program).
- A “bubble” of UX-specific courses was created during the 1st semester of the 2nd year of the program (leading to both scheduling and enrollment issues).

Additionally, a shared Portfolio course (with students enrolling in a specific section for either the Graphic Design or UX Design Option) created the following issues:

- UX students did not understand why they couldn’t enroll in the Graphic Design section of portfolio (which was offered more regularly than the UX section of the same course).
- Students wishing to pursue both the Graphic Design and UX Options could not take the two Portfolio classes at the same time. (The college Registration System would not allow it).
- Students who pursued both Options would only get credit for taking the Portfolio class once (since the system saw it as a duplicate).

In order to address these issues, the Communication Design Advisory Committee approved the following program updates that went into effect beginning Fall 2023.

- An update to the AAS *Communication Design* from a single course order with Graphic Design and User Experience “Options” to Separate Course Order “Tracks” for *Graphic Design* and *User Experience*.
- An update to the course order to the AAS *Communication Design User Experience Track* to provide a better course flow (supporting better scheduling and accommodating a shorter path to completion for part-time students). The Graphic Design course order remained the same.
- Replacement in the curriculum for the *User Experience Track* of *ARTC 2335 Portfolio Development for Graphic Design* with *IMED 2311 Portfolio Development* (to alleviate the scheduling and credit issues noted above).

- A number of companion pre-requisite and co-requisite course changes were also made at this time, to facilitate student flow through both the User Experience and Graphic Design Tracks.

Updates to Graphic Design and User Experience Certificates

In working with the curriculum office to prepare for presentation of these changes to the Collin College Curriculum Advisory Board, it was brought to the department's attention that, generally:

- Level 1 Certificates are meant to provide foundational knowledge for entry-level positions, often helping students determine if a career path is a good fit. They should typically be limited to 30 credit hours or less of coursework.
- Level 2 Certificates are intended to offer more advanced skills and knowledge, allowing students to gain the full range of occupational skills needed to enter a specific field. They may include as many as 31-45 credit hours of coursework.

It was noted that the *Level 1 Certificate Communication Design* active at the time included 42 credit hours. It was suggested by the Curriculum office to revisit this. As a result, the department reviewed the current certificate, developed updated certificates. With the Advisory Board's review and approval in Spring 2023, the following occurred in Fall 2023:

- Deactivation of *Communication Design, Level 1 Certificate*
- Addition of *Graphic Design Foundations, Level 1 Certificate* (24 hours)
- Addition of *Graphic Design, Level 2 Certificate* (39 hours)
- Addition of *User Experience Design Foundations, Level 1 Certificate* (18 hours)
- Addition of *User Experience Design, Level 2 Certificate* (42 hours)

Deactivation of Advanced Design Enhanced Skill Certificates (ESCs)

As part of the process of updating the departments Certificates Levels 1 & 2, it was determined that only the Enhanced Skill Certificate Motion Graphics had been awarded in the previous 10 years. Based on disinterest and lack of pursuit, the following was enacted as part of this update:

- Deactivation of *ESC – Advanced Design*
- Deactivation of *ESC – Advanced Design Illustration*

Separation of Graphic Design and User Experience Design programs into separate Departments/Awards

- Expected approved by Communication Design Advisory Committee: Spring 2025
- Expected presentation and approval by Collin College Curriculum Advisory Board: Fall 2025
- Expected activation in program beginning: Fall 2026

As noted above, the original goal for the User Experience program at Collin College had been to offer a standalone User Experience AAS Degree. Since this was a new program, and enrollment expectations could not be accurately predicted, the decision was made to offer the UX award as a specific “Option” for the Communication Design AAS.

Additionally, over the last 5 years, the UX professors and students have realized the need and desire for additional courses within the UX curriculum—courses that are crucial to remaining competitive with other programs and preparing our UX students for the workforce.

Now that the UX program has built up some momentum and enrollment figures have become more predictable, the Communication Design Department, under the guidance of the Communication Design Advisory Committee and an additional User Experience Exploratory Committee, is working to create a standalone User Experience Program in order to facilitate this expansion of course offerings. This expansion cannot happen while the AAS Communication Design is shared between Graphic Design and User Experience Design and requires 50% of program-specific courses to be shared.

Splitting the programs also enables the Graphic Design offering to be expanded. Many decisions have already been reached under the guidance of the general Communication Design Advisory Committee (following, noted with asterisk “*”), and the suggested User Experience course additions align with the Student Learning Outcomes set forth by the UX Exploratory Committee in Fall 2024.

Foundational Design Course Update c

- It is proposed that an overburdened *ARTC 1305 Basic Graphic Design* be split into 2 courses: *ARTC 1305 Basic Graphic Design* and *ARTC 1310 Design Concepts**.
 - *ARTC 1305 Basic Graphic Design* would be a layout driven course focused on the constituent elements and principles of design and graphic communication.
 - *ARTC 1310 Design Concepts* would focus on design processes, conceptual development, visual communication and information delivery with audiences/users in mind.

Suggested Course Deletions (Graphic Design and User Experience)

- *ARTC 1325 Intro to Computer Graphics**. Currently, this course provides a cursory introduction to a wide variety of software, including software used mainly in the animation and video production industries. It no longer serves a need in the program. Students in the Graphic Design program

will be able to go directly to *ARTC 1302 Digital Imaging I* and *ARTC 1353 Computer Illustration I* without the need for this course as a pre-requisite. User Experience students will alternate get the relevant skills they need in the proposed course *ITSE 1301 Web Design Tools* (see below).

- *ARTS 1316 Drawing I**. It is suggested that this course be eliminated from both the Graphic Design and User Experience programs (as the life drawing skills aren't as relevant to the needs of the students as they may have been 20 years ago). Instead, a "visualization approach" to drawing will be a large component of the work done in *ARTC 1310 Design Concepts*.
- *ARTV 1371 Storyboarding & Concept Development**. This is a "leftover" class from a time when the Graphic Design Program and the Animation & Game Art Program and the Video Production Program were part of the same department (requiring shared courses). The content of the class leans heavily to those other programs and is increasing irrelevant to the Graphic Design and UX coursework. Instead, Sequential Storytelling would be taught as a component module within *ARTC 1310 Design Concepts*. This frees up space for additional UX-specific classes.
- *FLMC 1331 Video Graphic & Visual Effects**. This, like *ARTV 1372*, is a holdover from a shared Animation and Video Department, and leans heavily toward animation skills. It is proposed for elimination in order to bring in other classes for the Graphic Design and UX programs. A Motion Graphics Enhanced Skills Certificate will continued to be offered. This frees up space for additional UX-specific classes.

Suggested Course Deletions (Graphic Design Only)

- *IMED 1316 Web Design I*. (See "Proposed Graphic Design Course Additions" below.)

Suggested Course Deletions (User Experience Only)

- *ARTC 1302 Digital Imaging I*. (See "Proposed User Experience Course Additions" below.)
- *ARTC 1327 Typography*. While the course does teach some general knowledge about type use in general terms, it leans very heavily to typography as a conceptual solution to graphic design specific applications (e.g., wordmarks, book covers, poster designs, etc.) The relevant content from this course can be easily incorporated into other courses in the UX program.
- *ARTC 1353 Computer Illustration I*. (See "Proposed User Experience Course Additions" below.)

Proposed User Experience Course Additions

- *ITSE 1301 Web Design Tools*. For UX students, this will replace *ARTC 1325 Intro to Computer Graphics*, *ARTC 1302 Digital Imaging I* (Photoshop), and *ARTC 1353 Computer Illustration I* (Adobe Illustrator), providing UX students with software experience directly targeted to their needs (without the superfluous technical knowledge needed by traditional graphic designers). Replacing 3 courses with 1 course frees up space for additional UX-specific courses.

- *UXUI 1376 UX Research*. This course was critical cut from the original UX program proposal prior to 2019. The methods have had to be wrapped into ARTC 1371 User Experience I and UXUI 1370 Human Factors & Design Psychology. This restores its place and lightens the burden on the two classes mentioned.
- *UXUI 1372 Interaction Design*. This is intended to relieve an overburdened UXUI 1372 Prototyping & Usability Testing, and act as a foundation for it.
- *IMED 1349 Writing for Digital Media*. Description from the Workforce Education Course Manual (WECM): “Written communication for digital media environments including professional websites or other digital content.”
- *IMED 2315 Web Design II*. This course had previously been required for students following the Web Design Option for the AAS degree prior to the inclusion of the UX Design Option. This will restore it to the program.
- *IMED 2313 Project Analysis & Design*. Description from the Workforce Education Course Manual (WECM): “Application of the planning and production processes for digital media projects. Emphasis on copyright and other legal issues, content design and production management.”

Proposed Graphic Design Course Additions

- *ARTC 2317 Typographic Design*. Currently, *ARTC 1317 Typography* is currently an overburdened course, trying to balance typographic layout with type as a creative/conceptual solution. Splitting this into two courses alleviates this issue, allowing students more time to develop their typographic skills in both areas.
- *ARTC 2313 Digital Publishing II*. The ability to add this course provides the students greater opportunity to create more advanced projects, including deep dive work into brand collateral systems, promotional design programs, and advertising campaigns.
- *ARTC 1359 Visual Design for New Media*. This course is intended to replace *IMED 1316 Web Design I* in the Graphic Design program. It was determined that the graphic system skills taught in this class are more relevant to graphic designers than the methodologies employed in Web Design, which have evolved over the last 15-20 years to be more inclusive of User Experience Design methods.
- *ARTC 2371 User Experience I*. This course not only provides foundational knowledge and skills that students need ahead of taking *ARTC 1359 Visual Design for New Media*, it also provides a number of knowledge areas relevant to graphic designers, including research strategies and business objectives.

Final Note

The Department is particularly excited about these changes as we believe that they will do so much more than simply make us competitive—they will easily make the Collin College Graphic Design and User Experience programs the premier programs in the areas for their industry among 2-year institutions, and provide workforce preparation that equally meets (and, in some cases, exceeds) the 4-year programs in the DFWA area.

E. Make a case with evidence that the program is well managed.

On the whole, the program meets the standards laid out by the college, with a couple outliers. Disparities in completion rates between Communication Design and Animation & Game Art students in foundational courses ARTC 1305 and ARTC 1325 have been linked to misaligned expectations and frequent major changes, prompting curriculum revisions to better align course content with each program's needs. Additionally, courses with a high number of working professionals enrolled in them continue to show variability due those students' external commitments, leading the program to implement strategic adjustments to try to ensure better completion rates. Personnel within the Communication Design program is well-managed, with a balanced mix of full-time and adjunct faculty, currently at a 50/50 ratio. Faculty numbers have increased in response to program growth, with plans to hire additional full-time instructors in the next 2-3 years, especially as Graphic Design and User Experience programs are separated. The program shows strong student success, with higher-than-average grades in program-specific courses and generally good completion rates, though some foundational and limited-enrollment courses experience challenges that are being addressed through curriculum revisions. Integration of core education courses is carefully structured to support timely student completion. Student satisfaction is high, reflected in increasing enrollment, positive survey feedback, and enthusiastic testimonials about faculty.

- 1. Upload the current Institutional Research Office (IRO) table of average section size of program courses in section V.E.1. of the Appendix.**
- 2. Examine the IRO table of average section size of program courses and draw conclusions from the data.**

It is important to consider section size in comparison to the total number of sections offered, and the space limitation in the majority of our Tech and Studio Mac lab classrooms (maxing out at 18 student seats). Furthermore, enrollment for both Graphic Design and User Experience Design have been steadily increasing over the last five years. In this context, most "dips" in class sizes tend to coincide with additional sections offered during the same semester over the previous year. In the case of some courses, where there may have only be 2-3 sections offered during a single Academic Year just five years ago, there are now as many as 5 sections per year.

The department has remained conscientious about making sure that a sufficient number of sections are offered, and trying to expand to accommodate significant cohorts of students, in order to reduce barriers to completion in a timely manner. Though it should be noted that the department has concerns about the move the department-determined course schedules to a district-wide scheduling model may not keep this student-first focus.

- 3. Upload the current Institutional Research Office (IRO) table of grade distributions of program courses in section V.E.3. of the Appendix.**
- 4. Examine the IRO table of grade distributions of program courses and draw conclusions from the data. For any courses that have a success rate below 75%, explain the instructional and other intervention(s) that might improve success rates for each identified course.**

Grade distribution in program-specific courses generally outperform the college average with a few noted exceptions (*see Number 6, below*). More importantly, second-year courses in the program exhibit particularly higher percentages of A and B grades, demonstrating an overall stronger performance by all students the longer they remain in the program.

- 5. Insert data pertaining to the program from last Fall's End-of-Term Full-Time/Part-Time Faculty Contact Hour Report here.**

CONTACT HOURS TAUGHT BY FULL-TIME AND ADJUNCT FACULTY

Available data reflects all contact hours by all program-specific courses within the Communication Design program, including those shared with the Animation & Game Art Program.

Contact Hours by Term and Faculty Type Fall 2019 EOT through Fall 2023 EOT

Term	Full-time Faculty		Adjunct Faculty		Total
	Total Hours	%	Number	%	Number
<i>Fall 2019 End-of-term*</i>	49,248	52%	45,216	48%	94,464
Fall 2020 End-of-term	26,880	42%	36,672	58%	63,552
Fall 2022 End-of-term	27,312	41%	39,264	59%	66,576
Fall 2022 End-of-term	37,632	57%	28,704	43%	66,336
Fall 2023 End-of-term	39,024	54%	33,888	46%	72,912

It should be noted that during AY2019, the Communication Design department included the Animation & Game Art program, as well as the Video Production program. Those programs moved from the Plano Campus to the Frisco Campus, and became separated from this count.

The department’s growth is best identified by the span from Fall 2020 EOT to Fall 2023 EOT.

As the program has grown, in order to maintain a proper balance of Full-time to Adjunct instructors (approximately 50%/50%), full-time instructors were added for the terms beginning AY2019 (+2, 1 of which replaced a departed FT faculty member, the other to balance FT/Adjunct ratio), as well as an additional FT instructor each year from AY202 to present.

Department FT faculty now numbers 6. However, based on continued program growth, and particularly the planned separation of Graphic Design and User Experience programs into separate departments, it is anticipated that 3 new FT faculty members will need to be hired over the next 2-3 years.

- Based on enrollment patterns for Graphic Design and User Experience Design, it is anticipated that 5 of these will be majority of these will be dedicated to the Graphic Design Program, with 2 FT faculty dedicated to the User Experience program.

6. Identify all courses that have a success rate below 75%. Explain the instructional and other intervention(s) that might improve success rates for each identified course.

▪ **Completion Rates for Shared/Foundation Courses (noted in magenta in Appendix V.E.3).**

- **Shared Foundational Courses.** ARTC 1305 Basic Graphic Design and ARTC 1325 Intro to Computer Graphics are foundational, first-semester courses shared by the Communication Design Program and the Animation & Game Art Program.
- **Disparate Completion Rates.** A secondary investigation after the most recent Constant Improvement Plan (CIP) Assessment Cycle, revealed a significant disparity in completion rates between Animation & Game Art and Communication Design students enrolled in the foundational, first-semester courses ARTC 1305 and ARTC 1325. Animation & Game Art students were nearly twice as likely to withdraw from these courses.
- **Student Major Changes and Misaligned Expectations:** Based on observational data and interviews with instructors teaching these courses, it was ascertained that many students, particularly those in Animation & Game Art, enter these programs with an interest in art and design but find the project-based and system-oriented methodologies of the programs courses to be in conflict with their creative aspirations. Based on student-level empirical data, it was determined that many of the students who do not complete in these courses change their major at least once (and as many as four times), which seems to confirm the observational/interview data.
- **Curriculum and Course Outline Revisions:** To address these issues and better align student expectations with course-level Student Learning Outcomes, the Communication Design Program is in the final stages of a new curriculum/course outline for Graphic Design and User Experience. This revision will allow the Communication Design program to adjust the course-level Student Learning Outcomes for ARTC-1305 to better suit the student populations of both programs, and enable the Animation & Game Art program to better craft ARTC 1325 to their needs (it will be eliminated from the Communication Design Program), or possibly replace it with a course better-suited to their needs.

▪ **Completion Rates for Courses with Limited Enrollment & Availability (noted in green in Appendix V.E.3).**

- **Completion Rates for ARTC 2340 Computer Illustration II.** ARTC 2340 Computer Illustration II is not part of any of the current Award Curricula and, therefore, typically has a very low demand (most often taken by working professionals looking to further develop their technical skills). There fore, when offered, it always cross-listed with ARTC 1353, and typically has a very limited enrollment of 1-3 seats. This small sample size can significantly impact the course's completion rate. Additionally, many students in this course are employed full-time, making it difficult to balance work and academic commitments. However, when considering the combined completion rate of both courses, the overall rate exceeds the 78% standard, indicating the effectiveness of the shared course structure and curriculum.
- **Completion Rates for UXUI 1370 Human Factors and Design Psychology.** As a required course for the User Experience award, UXUI 1370 is one of the first UX-specific courses taken by many students. Given that many of these students are employed full-time professionals with advanced degrees, it is likely that scheduling conflicts between work and academic commitments contribute to the observed attrition rate. Additionally, as the UX program is relatively new, class sizes are smaller than those of traditional Graphic

Design courses. This means that even a single student withdrawal can significantly impact the perceived completion rate. The department plans to investigate further to identify additional potential causes and implement strategies to improve student success in this course.

7. How well are general education requirements integrated with the technical coursework?

INTEGRATION OF CORE WITH TECHNICAL COURSEWORK

The program has always maintained a course order that distributes Core Education courses as evenly as possibly among technical coursework, providing students with a balanced path through the program. Most semesters a single Core Education course.

Based on advice from the Curriculum office that increased student completion was seen (college-wide) when English is taken during the first semester/year, the suggested Core order was reset for both the Graphic Design and User Experience Tracks of the AAS Communication Design, recommending the English Core requirement during the first semester. As it was also observed that the math/science credit is one of the more challenging requirements for Communication Design majors to complete, it was kept as early in the program as possible. Theoretically, this gives some students the opportunity to take these courses as close to leaving high school as possible. Additionally, for those needing developmental courses to assist them in completing the credit, this becomes an early driver during the path (rather than later), supporting them in focusing early on these academic needs, leading to more timely completion of their awards.

Additionally, based on the input of the User Experience Exploratory Committee prior to the launch of the User Experience Program, specific Core Education course selections are recommended in the AAS Communication Design – User Experience Design Track (mirroring the courses required for the Level 2 Certificate, User Experience Design), including:

- **PSYC 2301 General Psychology** (as their Social/Behavioral Sciences course). In addition to enhancing the content of the technical course UXUI 1370 Human Factors & Design Technology during Year 1/Semester 2, this course provides understanding of human behavior and cognitive processes (which is relevant to user behavior and interactions).
- **MATH 1342 Elementary Statistical Methods** (as their Mathematics/Natural Sciences course). This course develops skills in data analysis and interpretation crucial for many roles in the User Experience Industry.
- **SPCH 1321 Business and Professional Communication** (as a General Education Program Option). This course enhances communication skills needed for user interviews, presentations, and team collaboration.

8. What evidence do you have that students are satisfied with the program? What kinds of complaints do program students make to the associate dean/directors?

STUDENT SATISFACTION

Evidence of student satisfaction with the program includes several key indicators:

- **Increased Enrollment and Completion Rates.** These trends suggest a general satisfaction with the program's overall quality and value. Students are both choosing to enroll and successfully completing their studies.
- **Positive Feedback from Student Surveys.** Semesterly student feedback surveys provide valuable insights. Critiques and suggestions offered through these surveys have directly led to course-level improvements and increased satisfaction. For example, addressing student requests for shorter course durations, the department began implementing a twice-a-week meeting schedule for some sections of the program's foundational classes (in addition to the department's traditional once-a-week format). This change has been well-received, with many students specifically commenting that they appreciate this option.
- **Student Testimonials.** The strongest evidence of satisfaction comes directly from our students themselves, and most often are focused on the faculty, with students appreciating the experience and methodologies of both Full-time and Adjunct Faculty. These quotes taken from the last 5-year period are just the tip of the iceberg.
 - *"The impact (Professor Haggard) made on my overall development as a designer has been nothing short of incredible. His immense dedication to the subject partnered with a challenging and fantastic curriculum create an environment where creatives can really thrive under the mentorship of somebody with a real passion for what they do. The start of Communication Design, whether 1 or 2, begin with you staring up anxiously at this incredible mountain of work you're expected to complete, and the course is then guided so strongly that you inevitably find yourself at the top amazed by what you've created. These classes have been a pivotal part in my development over these last semesters, and (Professor Haggard) is the man who made that possible."*
 - *"Web Design is not an easy class...there are so many aspects and things to learn about from design to accessibility, etc. -- and on top of that, learning a new platform/software in Figma was even more challenging. However, if you have to learn ALL of that, there's no one better than Professor Clark! She is a remarkable educator. She covered A LOT of material, yet made it fun and productive. She genuinely wanted us to succeed and made herself accessible via office hours and email. I always felt like she had my best interest at heart and was so patient even when explaining things to me for the 4th time!"*

- *“Not only did LeBlanc teach a fun and extremely interesting course, but he also engaged with the students on every week’s lectures in ways that made you excited to come back. His way of teaching the lectures made you actually remember what was taught in class which is something I’ve always had trouble with in History courses. I found myself excited to talk about this course’s material to my family when I got home because of how fascinating it was to learn from LeBlanc.”*
- *“It’s nice seeing someone who has done a lot in the design industry pour back into young aspiring designers. My instructor helped with awesome feedback throughout every step on each product and I feel like my hierarchy with design layout has improved over the semester.”*
- *“Professor Leicht’s teaching style is nothing short of transformative, blending real-world industry insights with a deep understanding of human-centered design principles. Every class feels like a masterclass, packed with actionable knowledge and practical exercises that resonate well beyond the classroom. One of the most impressive aspects of their approach is their dedication to fostering critical thinking and creativity. They create an open, collaborative environment where every student feels empowered to explore innovative solutions. Feedback is always constructive, thoughtful, and tailored to help students grow both as designers and professionals. What truly sets Professor Leicht apart is their ability to make complex concepts accessible. They ensure everyone feels supported and confident. As a student, I’ve walked away from each session inspired, equipped, and ready to tackle design challenges with a new perspective. It’s rare to encounter an educator who can spark such passion for the craft while maintaining a clear focus on practical applications. If you have the opportunity to learn from them, consider yourself incredibly fortunate.”*

As for complaints made to the Associate Dean, these are relatively infrequent. These concerns are addressed promptly and the information is used to further refine the program.

VI. EFFECTIVENESS OF PROGRAM COMMUNICATIONS

- A. Describe with evidence how the program literature and electronic sites are current, including accurately representing the program and supporting the program’s recruitment plan, retention plan, and completion plan.**

New Department Collateral Materials

In the Spring of 2022, the department overhauled and expanded its collateral materials to include the following documents.

- Frequently Asked Questions (FAQs) — includes information about what they'll learn in the program, the different awards offered, credit transfer information (both into Collin College and on to other institutions), course availability, course order, and contact information for the Registrar's Office and related programs (Animation & Game Art, Video Production).
- Marketable Skills One-sheet
- Successful Attributes of a Designer
- Program Options Overview — provides very basic information on Graphic Design vs. User Experience Design and Workforce programs.
- Awards Overview — including the AAS – Communication Design; Certificates Levels 1 & 2 – Graphic Design, Certificates Levels 1& 2 – User Experience Design, and Enhanced Skills Certificate (ESC) – Motion Graphics.
- Graphic Design Track Overview, including course outlines for all awards, and lists of Common Graphic Design Job Titles and Common Graphic Design Projects.
- User Experience Design Track Overview, including course outlines for all awards, and lists of Common User Experience Design Job Titles and Common User Experience Projects.
- Course Outline "Flowcharts" showing the course outline in visual form as a “Path to Graduation,” including arrows to indicate pre- and co-requisites, and highlighted "anchor" courses (courses that must be taken during certain semesters in order to complete the award in a specific time frame). Individual Course Outlines were created for:
 - AAS – Communication Design – Graphic Design Track
 - AAS – Communication Design – User Experience Design Track
 - a suggested course order for those pursuing both tracks simultaneously
- Contact Information — provides names and contact information for all full-time faculty, the programs Workforce Coach, and department/division administration and support staff.

These materials are distributed both digitally (as PDFs) by instructors and related personnel, as well as in-person (on paper) at Outreach events. Both students and prospective students have noted that the Course Outline Flowcharts have been of particular help. As a result, we have also posted those in classrooms, and keep additional print copies available in the labs as well.

- 1. Describe how the program solicits student feedback regarding its website and literature and how the program incorporates that feedback to make improvements.**

Student feedback on the materials is mainly gathered through individual advising sessions and the Group Advising Sessions noted below.

- 2. Describe how the program ensures that students are informed/aware of program literature. Is program literature made accessible to all students (i.e., can they obtain the information they need)?**

First Semester Group Advising Sessions

Beginning in the Fall of 2023, Group Advising Sessions have been included on the first day of class in all sections of ARTC-2311 History of Communication Design. This is a first-semester course for all those following the Graphic Design Track toward the AAS – Communication Design, and provides the best opportunity to reach those students who might have registered and scheduled classes without ever having met with a departmental advisor.

These brief sessions provide introductory information about the following:

- the workforce focus of the program (to prepare the student for the workforce in 2 years)
- “anchor classes” that must be taken during certain semester to ensure completion within a limited time frame
- specific suggestions for classes from the General Education Core that complement the program, as well as extracurricular course suggestions for students who might be needing to maintain full-time status as a student (e.g., those receiving financial aid, fulfilling scholarship requirements, or maintaining student visa status)
- the offer of one-on-one advising sessions to develop individual plans, especially those facing scheduling challenges
- portfolio preparedness (i.e., a general warning that they need to save all the work they do during their tenure at Collin as it may become the basis for portfolio work when they reach the program’s Capstone course)

Advising/Departmental Guidance Videos

Based on the success of these Group Advising Sessions, the department is working on a series of short videos based on the bullet points above. These videos are currently slated to be completed by end-of-semester Spring 2025, with the goal of having all those teaching first semester courses (including ARTC-1305 Basic Graphic Design, ARTC-1325 Intro to Computer Graphics, and ARTC-2311 History of Communication Graphics) to distribute them digitally via the Canvas Learning Management System, freeing up the need to host these during class hours.

Department “Open House” Sessions

Based on the success of Registration Week Group Advising Sessions that have occurred during ARTC-2311 History of Communication Graphics, the Communication Design Department will begin hosting “Open House” advising events during the first 2 days of the semester. The main goal of these events is to:

- catch students that might have slipped through the cracks of advising prior to the start of the semester
- connect students to the department faculty within their chosen awards path (for present and future advising needs)
- better understand each individual student’s educational and career goals
- provide the students with better information about course relationships (pre- and co-requisites) and course scheduling (specifically which courses are offered during which semesters and at what times)
- provide students with additional information about the department (e.g., lab hours, equipment availability, etc.)
- provide students guidance in time to adjust their schedules for the current semester if necessary

These events will happen each Fall and Spring semester, beginning Fall 2025.

3. Identify who is responsible for monitoring and maintaining the program’s website, and describe the processes in place to ensure that information is current, accurate, relevant, and available.

Please see Appendix VI.B.

- B. In the Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, and relevance and were readily available to students and the public.**

Upload the completed Program Literature Review Table in section VI.B. of the Appendix.

VII. EFFECTIVENESS OF PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS

In the Program Stakeholder Resources and Partnerships Table, list any business, industry, government, college, university, community, and/or consultant partnerships, including clinical or professional sites and internal Collin departments, to advance program outcomes.

Upload the completed Program Stakeholder Resources and Partnerships Table in section VII. of the Appendix.

VIII. PROFESSIONAL DEVELOPMENT

In the Employee Resources Table, provide a list of professional development activities of program faculty/staff since the last program review.

Upload the completed Employee Resources Table in section VIII. of the Appendix.

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

NOTE: Respond to section IX only if the program is requesting improved resources.

A. Provide evidence regarding current deficiencies or potential deficiencies related to infrastructure (e.g., technology), facilities, equipment, maintenance, replacement, plans, or budgets that pose important barriers to the program or student success.

Department Physical Expansion

Over the Summer and Fall of 2024, the Communication Design Department worked with Plano Campus leadership to develop a plan to accommodate this growth. In exchange for three of our four current design lab spaces being repurposed to house new healthcare programs for the college, other existing spaces within the campus are being repurposed to provide the Communication Design Department to create: 2 tech-oriented computer/design labs, 2 studio-oriented computer/design labs, 1 UX-centric computer/design lab, and 1 collaborative workroom accessible from the other classrooms—all in a contiguous campus space. (Currently, our four lab spaces are split across two different modules within the Plano Campus.)

The Speed of Technology in the Graphics Industry

Technology in the graphic design field becomes obsolete more quickly than in many other industries. Most design tools and software are optimized for newer hardware, with older systems experiencing slower performance and reduced functionality. A typical refresh cycle for computers in design programs should be around 3 years, ensuring that students and faculty are working with up-to-date equipment that meets the demands of modern design work (Wired, 2022).

Furthermore, Industry-standard software and tools, such as Adobe Creative Cloud, often require more powerful hardware as they are updated. Typically, design computers should be refreshed every 3-4 years to ensure compatibility with new software and prevent inefficiencies due to outdated technology (Adobe, 2023).

it is crucial that academic programs maintain hardware that matches industry standards. Graphic design software and digital tools continually evolve, and failing to update equipment can result in students graduating with skillsets that are not aligned with current market demands. A consistent hardware refresh cycle of 3-4 years allows for ongoing alignment with the rapidly advancing technological landscape (TechRadar, 2024).

As such, anything the department has now will theoretically be out-of-date by the next Program Review in 5 years.

Program Growth and Its Effect on Technology Requirements

Over the past decade, the growth of our graphic design program has been substantial. From the previous five-year cycle to the current one, the number of students enrolling in design courses has significantly increased, driving the need for additional lab space and more course sections. As demand for the program continues to rise, there is an immediate need for expanded lab facilities to accommodate more students and offer additional sections of popular courses. This expansion will require a substantial investment in new computer equipment to support the increased number of students and the latest industry-standard software, ensuring that all students have access to the tools necessary for success.

Furthermore, the upcoming expansion of the department to five operational computer lab classrooms is a direct response to the increasing demand for space and resources. This growth follows the expansion from three to four labs just five years ago and marks another significant leap in our commitment to supporting the program's evolution. With the addition of a new lab, we will not only need to replace aging computers in the existing labs but also acquire new computers to fully equip the new lab spaces. This expansion ensures that we can meet the growing needs of our student body while providing access to modern technology that mirrors industry standards, further enhancing the learning experience.

The college has consistently supported the technology updates and expansion of the graphic design program, and done its best to ensure that equipment and lab spaces meet the needs of our growing student body. As the program continues to expand, with the addition of a new lab and increased course sections, the department is working with administration, proactively planning to maintain this schedule of updates and upgrades. This forward-thinking approach will help to ensure that the program remains equipped with the necessary resources to support student success, even as enrollment and demand continue to rise.

B. If any current or potential deficiencies exist, complete the resource tables below to support your narrative.

1. Facilities Resources Table

Upload the completed Facilities Resources Table in section IX.B.1. of the Appendix.

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

Upload the completed Equipment/Technology Table (\$5,000 or More) in section IX.B.2. of the Appendix.

3. Financial Resources Table

Upload the completed Financial Resources Table in section IX.B.3. of the Appendix.

X. CONTINUOUS IMPROVEMENT PLAN (CIP)

A. Upload the program’s previous CIP tables in section X.A. of the Appendix.

In addition, e-mail the program’s previous CIP tables to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. Describe how the program used its last Continuous Improvement Plan (CIP) to make the following improvements to the program over the past 4 years:

1. Program Learning Outcomes/Program Competencies

FROM 2022 CIP ASSESSMENT REPORT

Outcome #1: Improved Technical Foundation

This outcome sought to improve students' technical skills. The plan involved comparing student assessments from Spring 2020 and Fall 2020 in ARTC 1325 (Introduction to Computer Graphics) to evaluate improvement, targeting a 25% increase in student technical knowledge and execution. A major revision of course-level expectations and curricula began in Spring 2020, although the transition to online and hybrid learning during the COVID-19 pandemic made semester-to-semester comparison challenging. While grade distribution data was inconclusive, qualitative assessments indicated that the revised curriculum successfully enhanced students' skill levels (as it included and assessed skills that were not previously part of the course-level curriculum).

Outcome #2: Understanding and Application of Style

This outcome focused on improving students’ ability to understand and apply *style* to design work. It aimed for a 25% improvement in students' grasp and execution of the concept of style and how it applies to graphic design work, measured by a rubric applied to students’ work in ARTC 1317 (Design Communication I) between Spring 2020 and Fall 2020. Results from this assessment showed marked improvement, with students achieving perfect scores on relevant assignments. The successful integration of style in the curriculum has led to the continuation of this approach, ensuring it remains a core part of future course development, especially in first- and second-semester studio courses.

FROM 2024 CIP ASSESSMENT REPORT

Assessments for AAS Communication Design – Graphic Design Track and related Level 1 and Level 2 Certificates

Assessment A

- **Program Learning Outcome Assessed:** Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.

This assessment focused on students creating a logo for a selected client in the ARTC 1305 Basic Graphic Design course. The project was divided into three phases: research, conceptual exploration, and execution/refinement, with the goal of achieving an 80% success rate for students scoring 70% or higher across all phases.

- **Outcomes and Discoveries.** The target metric was not met. Key findings included:
 - Animation & Game Art majors failed the course at twice the rate of Communication Design majors, despite lower overall enrollment.
 - Approximately half of failing students had changed majors multiple times.
 - The course serves as a “testing ground” for students exploring their interest in these fields.
 - Students struggled particularly with Exercise 3d: Figure/Ground Reversal, a conceptually demanding project.
 - Many Animation & Game Art students expressed difficulty seeing the relevance of the course to their major.
- **Response to Outcomes.** Program-level and course-level changes are being implemented:
 - This course-level outcomes for this course (especially it translates for Animation & Game Art Students) will be re-evaluated with the updated curriculum proposed for AY2026 with the separation of the Graphic Design and User Experience Programs.
 - For Exercise 3d, pilot changes already implemented include breaking the project into smaller milestones and increased in-class guidance.
 - In Spring 2025, the department will include this change in the District-wide Course Template for this course, with the goal of all courses implementing the change beginning with the Fall 2025 semester.

Assessment B

- **Program Learning Outcome Assessed:** *Create communication solutions that address audiences and contexts by recognizing the human factors that affect consumer decisions.*

The assessment involved students completing a Benefits Worksheet in ARTC 1349 Art Direction I, where they translated product features into benefit statements and simplified benefits, aiming to enhance consumer engagement.

- **Outcomes and Discoveries.** The target metric was achieved, with 100% of students scoring 80% or better. Most students submitted only once, but a few reworked and resubmitted their assignments. In subsequent semesters, reworks increased alongside course enrollment, raising concerns about over-guidance during resubmissions.
- **Response to Outcomes.** To address the increased resubmissions and ensure comprehension, a quiz will be introduced to test students’ understanding of the material from the worksheet.

Assessment C

- **Program Learning Outcome Assessed:** *Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.*

The assessment involved evaluating the production-related components of a Book Design Project in ARTC-1313 Digital Publishing. Students were tasked with designing a cohesive color book using Adobe InDesign, adhering to technical requirements for press-ready print production.

- **Outcomes and Discoveries.** The target metric of 70% scoring 80% or better was not achieved. Key contributing factors included limited project time during the semester, despite maintaining the same technical expectations. The course structure was also undergoing a transitional phase, impacting efficiency in project delivery.
- **Response to Outcomes.** To address these challenges, the course was revised with the following improvements:
 - Removal of non-essential tasks.
 - Increased time allocation for critical assignments.
 - Integration of project scaffolding to reduce redundant efforts.
 - Enhanced in-class lab time to support students in meeting technical standards. Preliminary feedback from the Spring 2023 semester suggests these changes have significantly improved outcomes, with informal data showing scores in the 95-100% range for the same project component.

Assessment D

- **Program Learning Outcome Assessed:** *Apply graphic design principles in the ideation, development, and production of visual messages.*

The assessment involved evaluating a Promotion Project in ARTC-1317 Design Communication I. Students were tasked with developing a comprehensive brand promotion program from concept to completion, including key deliverables such as a logo, in-store signs, digital display ads, an outdoor billboard, and a web landing page. The project aimed to establish a brand identity, promote brand awareness, and ensure consistency across various touchpoints.

- **Outcomes and Discoveries** The target metric of 70% of students scoring 400 points or better out of 500 was achieved. The assignment's structure, involving milestone turn-ins based on knowledge units over the last two-thirds of the semester, contributed to the successful results.

Response to Outcomes No changes to the assignment are planned due to its continued success as a Capstone project for the course. However, future assessments may explore other coursework within the program to ensure consistent delivery of this Learning Outcome across multiple classes.

Assessments for AAS Communication Design – User Experience Design Track and related Level 1 and Level 2 Certificates

Assessment A

- **Program Learning Outcome Assessed:** *Be able to utilize Human Centered Design to develop and deliver designs for websites and software applications.*

The assessment focused on the Mobile Design & Usability assignment in IMED-1316 Web Design I. Students were required to create a mobile version of a desktop website, ensuring human-centric usability for mobile devices. Key elements of evaluation included readability, adherence to conventions, and appropriate menu and navigational device implementation.

- **Outcomes and Discoveries.** The success metric of 70% of students scoring 80% or better was met. However, the number of students who failed to submit the assignment was noted as a concern. The project format, relying on self-guided work without graded milestones, likely contributed to this issue.
- **Response to Outcomes** To address the high rate of assignment abandonment, the project was restructured to include graded milestones rather than a single final deadline. This change has improved student engagement and minimized non-submissions in subsequent semesters.

Assessment B

- **Program Learning Outcome Assessed:** *Create interactive design solutions that address audiences and contexts by recognizing the human factors that determine design decisions.*

The assessment focused on the Website Analysis project in IMED-1316 Web Design I. Students analyzed a chosen website for content hierarchy, conventions, clarity, and scannability. Based on their analysis, students created an Adobe XD wireframe to demonstrate improvements. Evaluation criteria included the depth of analysis, quality of insights, and application of those insights into the wireframe.

- **Outcomes and Discoveries.** The target of 70% of students scoring 400 points or better out of 500 was met, despite a concerning number of students failing to submit the assignment. The lack of graded milestones contributed to assignment abandonment, as self-guided work over several weeks proved challenging for students with low self-direction.
- **Response to Outcomes.** The project has since been restructured to include three graded milestones: 1) analysis, 2) directives/suggestions, and 3) execution/prototyping. This change ensures students remain engaged and minimizes assignment abandonment. These adjustments have improved task completion and overall student performance in the project.

Assessment C

- **Program Learning Outcome Assessed:** *Produce prototypes for websites and software applications using industry standard methods, tools, and techniques.*

The assessment was based on the Rapid Prototyping assignment in UXUI-1371 Prototyping and Usability Testing I. Students engaged in an end-to-end prototyping process for a mobile app, which included creating a user journey map, paper prototypes, digital prototypes, and testing both prototypes. Students also reflected on the process, comparing paper and digital prototyping. The assessment emphasized the completion of all steps in the prototyping workflow and the communication of findings.

- **Outcomes and Discoveries.** The target of 70% of students scoring 80% or better was met. The assignment was completed during a single 6-hour class session, with work conducted in teams. Metrics were completion-based, and all team members who completed the steps received full credit. Students gained valuable, measurable experience with the learning outcome. However, no individual data was collected from follow-up assignments that applied this knowledge.
- **Response to Outcomes.** The project will remain a cornerstone of the course as it provides an “end-to-end” prototyping experience aligned with the learning outcome. Moving forward, the inclusion of additional individual, performance-based assessments will be considered to ensure students achieve the desired competencies at an individual level.

Assessment D

- **Program Learning Outcome Assessed:** *Apply graphic design and user experience design principles in the ideation, development, and design of websites and software applications.*

The assessment was based on the Final Presentation in ARTC-1359 Visual Design for New Media. Students showcased their semester-long design projects as a pitch to a client, applying graphic design and user experience principles across multiple platforms, including desktop portals, mobile apps, and wearable apps. The presentation emphasized both the design components and the functionality/usability of their work.

- **Outcomes and Discoveries.** The target of 80% of students scoring 75% or better was met. The assignment effectively demonstrated students’ abilities to apply design and UX principles in real-world scenarios. The project continues to meet its intended learning outcomes successfully.
- **Response to Outcomes.** This assignment will remain the anchor project for the course, given its effectiveness in delivering on the learning outcome. In subsequent semesters, additional course material and assignments have been introduced to build up to the final presentation, making the course content more robust and relevant. This ensures students are equipped with comprehensive knowledge and skills aligned with the learning outcome.

2. Overall improvements to the program

FROM 2022 CIP ASSESSMENT REPORT

Outcome #3: Industry Standard Technical Skills

This outcome aimed to ensure that students were using current industry-standard equipment and software. The strategy involved creating a communication channel with campus technology to maintain up-to-date software and hardware. While the program was generally successful in keeping software updated, issues arose with differing IT management across campuses, especially regarding hardware limitations. The plan was to synchronize

updates with software release schedules (e.g., Adobe's mid-October updates) to prevent compatibility issues. Future plans involve refining the maintenance schedule to better align with industry software demands.

Outcome #4: Student Retention, Completion, and Satisfaction

This outcome targeted improving retention and satisfaction among students transitioning from their first to second year in the program, with a goal of a 25% improvement. However, tracking retention proved difficult due to varying student schedules and course availability, further complicated by the COVID-19 pandemic and space limitations. Despite these challenges, retention rates showed improvement, particularly in the transition from ARTC 1327 (Typography) to ARTC 2335 (Portfolio Development). The program has also seen steady enrollment growth, and initiatives to improve student guidance, such as creating tailored course tracks and mentorship programs, are underway. These efforts are expected to further enhance student retention and satisfaction in future cycles.

XI. EVALUATION OF CIP SUCCESS

Based on the information, analysis, and discussion that have been presented in sections I–X of this program review, summarize the strengths and weaknesses of the program. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success and program learning outcomes. Provide the rationale for the expected outcomes chosen for the CIP(s).

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Strengths

- **A deeply experienced faculty that maintains professional standards and expectations.** Both the full-time and adjunct faculty challenge students to meet the demands of the industry, refusing to settle for mediocrity. This emphasis on discipline, accountability, and a real-world approach to design and user experience will continue to help ensure that students are prepared not only to meet but to exceed professional expectations, fostering a culture of high achievement and innovation.
- **A strong curriculum that will only get stronger when it expands (planned AY2026).** The inclusion of additional User Experience classes focused on Human-centered Design (as opposed to interface) will put Collin's UX program ahead of every program in the area (both 2-year and 4-year) for the depth and breadth of courses it will offer. Furthermore, the restructuring of the Graphic Design curriculum and the addition of another high-level

industry practicum course in that curriculum provide for an opportunity to increase both the quality and variety of work in the student's portfolio—the main factor in securing a desirable job in the industry.

- **A reputation that is increasing not only with potential students but with 4-year programs in the area.** With many students still seeking to transfer to a 4-year institution, it is becoming more common for those schools to accept the transfer credits from our students, even with the right (based on state regulations) to require them to retake them.
- **Newly renovated and expanded lab spaces (ready Fall 2025).** The expanded and renovated spaces to be completed for the start of Fall 2025 will include: 2 technical computer labs, 2 studio computer labs, a UX computer lab, and a shared space for collaborative work and departmental use. Based on current growth trends, this should provide not only much needed class space specifically designed for different class types, but some additional availability for student open lab time (which has been at a premium over the last 2 years).

Weaknesses

- **Shared foundational courses with Animation & Game Art Program.** As mentioned previously in this review, some Animation & Game Art students have a motivational struggle when encountering practical projects that they don't feel apply to their education goals, even though the underlying base knowledge is completely relevant. The planned class expansions in AY2026 should resolve the majority of these issues, with a separation of course content into ARTC 1310 Design Concepts (required for Graphic Design and UX students, but not for Animation & Game Art) and ARTC 1305 Basic Graphic Design (required for Graphic Design, UX, and Animation & Game Art students).
- **Graphic Design is often a "trial" major for students.** People often default to Graphic Design (or even Animation & Game Art) because of an interest in art (often simply expressing, "they like to draw"), and find the practical applications and real world projects don't align with their artistic interests—often changing majors. We need to do a better job of communicating this—particularly by arming advisors in the Advising and Access office with better information about what the program is like *before* these students enter it.

Opportunities

- **Growing demand for User Experience.** As noted earlier in this review) the need for User Experience professionals will continue to grow. Although we see many first-time college students pursuing the AAS User Experience Design (beginning Fall 2026) as a pathway to the profession, we also know that many experienced graphic designers without any experience in the UX field will benefit from our UX-related certificates. In addition to traditional college students, we need to make sure we get our message to experienced graphic design professionals in the area seeking to add UX skills and knowledge.
- **Expanding reach to draw more students from beyond the immediate Collin County area.** Although the Communication Design program is based on the Plano Campus, as our reputation has grown, and people seek out unique opportunities like our UX courses, we are seeing an increase in students commuting from much further distances than the college has more traditionally seen. It will be important as we expand our high school outreach that we do not discount the areas that "Collin County adjacent."

Threats

- **The growing interest in 4-year programs without considering the strengths of our program.** Though we do believe there is a place for a 4-year degree in Graphic Design and User Experience, we need to continue to advise students on the benefits of our 2-year workforce degree, and extoll the benefits of our program and the advantages of entering the workforce 2 years ahead of a 4-year program.
- **The larger the program gets, the easier it will be for students to fall through the cracks.** In order to ensure success in this area, we need to create stronger partnerships with general advising, and to continue to “catch” every student possible, as early as possible, in the program. The recently completed department collateral materials go a long way toward the former, and our continued first semester “in class” advising sessions and planned Registration Week Open Houses toward the latter.
- **Need for additional full-time faculty when curriculum expands.** While it has been relatively easy to recruit strong Adjunct Professor candidates, it has been more difficult to recruit Full-time Faculty with a desired balance of experience teaching and with a strong background as a working professional designer (both of which are required if we are to maintain the level of performance throughout the program). All of our current full-time faculty began as adjuncts with Collin. We will continue to recruit heavily from within the department, and mentoring our adjuncts with this potential goal in sight.
- **The rise of AI in replacing production-level designers.** Based on guidance from our Advisory Committee, we know that many lower level positions in graphic design (those that are very production-centric; e.g., the “versioning” of one concept to multiple media formats) are being automated and replaced by AI. We will continue to focus on developing the kind of strategic and conceptual thinking that cannot be achieved by AI.
- **Flattening growth in graphic design jobs.** Although Graphic Design jobs are pacing on average with other careers, this follows several years of outpacing the average. It will be important to continue to give our students a broader set of skills that gives them more flexibility in their job placement. The planned updates to the Graphic Design curriculum in AY2026 (additional requirements of *ARTC 1371 User Experience I* and *ARTC 1359 Visual Design for New Media*) are an example of means toward this end.
- **The ever-increasing pace of technology.** With nearly all software now maintained on a subscription basis, updates are “pushed” regularly and often from the software companies. During our last program review cycle, we introduced an ongoing update approach in order to keep the software in our labs up-to-date. This regularly scheduled updating has worked up until recently. However, beginning in Fall 2025, we’ve moved to supplemental “on demand” updates initiated by a Help Ticket with the college’s technical services department.

PROGRAM PRIORITIES OVER THE NEXT 2 YEARS

Program and Curriculum Development

- Implement planned curriculum expansions for AY2026 to enhance the program.
- Finalize separation of foundational course content for different programs in AY2026.

- Broaden student skills to adapt to flattening graphic design job growth.

Faculty and Professional Standards

- Maintain high professional standards and expectations among faculty.
- Recruit and mentor adjunct faculty for future full-time positions.

Facilities and Technology

- Optimize the use of newly renovated and expanded lab spaces in Fall 2025.
- Enhance lab software update processes with on-demand technical support.

Student Recruitment and Retention

- Improve communication about program expectations to potential students through advising.
- Expand outreach to high schools and areas adjacent to Collin County.
- Strengthen partnerships with general advising to prevent student attrition.

Workforce and Industry Alignment

- Promote UX-related certificates to experienced professionals and traditional students.
- Focus on developing strategic and conceptual thinking to counter AI competition.
- Highlight the advantages of 2-year workforce degrees to students considering 4-year programs.

XII. NEW CIP TABLES

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one program learning outcome (or program competency), and focus on these priorities to formulate the program’s new CIP. The program may also add short-term administrative, technological, assessment, resource, or professional development outcomes as needed.

- A. Complete the CIP Outcomes, Measures & Targets Table. Choose 1 to 2 outcomes from the table to focus on over the next two years.**

Upload the completed CIP Outcomes, Measures & Targets Table in section XII.A. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

- B. Complete boxes A, B, C, and D of the CIP Outcomes 1 & 2 Table.**

Upload the completed CIP Outcomes 1 & 2 Table in section XII.B. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

XIII. PROGRAM LEARNING OUTCOMES (PLOS)

- A. Upload the program’s most recent Program Assessment Data Report in section XIII.A. of the Appendix.**

In addition, e-mail the program’s most recent Program Assessment Data Report to the Institutional Research Office (IRO) at effectiveness@collin.edu.

- B. Describe how the program used the Assessment Plan in the program’s Program Outcomes and Course Alignment (POCA) document to make the following improvements to the program:**

1. Program Learning Outcomes/Program Competencies

Over the past five years, the program has made significant improvements based on feedback and assessment outcomes. In the 2022 assessment cycle, the focus shifted to aligning with Program Learning Outcomes (PLOS) for both Graphic Design and User Experience Design tracks. Key improvements included:

- Revising course structures to better integrate style concepts and technical skills, enhancing industry-standard technical proficiency.
- Refining course materials to meet evolving student needs.

Additionally, findings from the most recent assessment cycle have prompted further course-level changes, such as:

- Restructuring assignments to include graded milestones
- Improving project scaffolding
- Adding individual performance-based assessments to better track student progress and engagement.

2. Overall improvements to the program

While not produced directly by the program’s Program Outcomes and Course Alignment (POCA) document, they nonetheless support the program’s plan to split the Communication Design AAS into two separate AAS offerings:

- AAS Graphic Design

- AAS User Experience Design

With diverging-though-related learning outcomes, splitting the programs allows for additional dedicated instruction around the specific Program Learning Outcomes for each program, and providing the ability to incorporate the additional course-level Student Learning Outcomes that have been identified by Standing Communication Design Advisory Committee and our newly-formed User Experience Exploratory Committee.