



2014-15 WORKFORCE PROGRAM REVIEW

PROGRAM NAME: Graphic Design

REPORT PREPARER: LAURA FLORES **PHONE EXT.** 5527

WORKFORCE PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of faculty effort in instruction, scholarship, outreach and engagement, and service across the district/campus. It should be a comprehensive and functional depiction, which sets the context of the workforce program and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional or state initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting enrollment figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in “service learning courses;” substantial increase or decrease in the number of students with intended award completion; a disruptive technology impacting market demand). This is also not meant to be a statement, which establishes the level of quality of the program. It should be focused clearly on what is done in the name of the program.

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the workforce program and its context? Provide evidence to make a case for each assertion made.

The Communication Design program develops skillset required to enter the fields of Animation, Commercial Photography, Digital Video and Graphic Design. In this Review we will be focusing on the Workforce awards/curriculum associated with Graphic Design. As Graphic Design is part of a greater overarching Communication Design program, as seen by Workforce and the College, the entire program will be discussed at times to meet topic inquiries.



2014-15 WORKFORCE PROGRAM REVIEW

Graphic Design is applied aesthetics for the purpose of communicating a specific message to a specific audience. Its application is seen everywhere from logo designs, package designs, street signs, fliers, websites, banner ads, apps, television graphics, books, magazines, and so on. Anything in which text and or images are used to convey a message. Most commonly advertising and design firms are hired to execute such projects. But as graphic design becomes ever more essential to the success of a business, in-house designers, that is, designers working for non-design companies, are becoming more prevalent. If a company wants to successfully communicate a message to a large audience they employ the use of a graphic designer.

Collin's Communication Design program and its Graphic Design awards fulfill the area's need for skilled graphic designers. Collin is able to offer two-year awards far superior to other area two-year schools and is in line with four-year universities (outlined in section 6C). The area need for graphic designers is growing and predicted to continue growing with the area over and market demand for at least the next five years.

Collin's Graphic Design curriculum is currently meeting industry standards and GIPWE requirements as outlined in section 6. The faculty and staff have developed a curriculum resulting in a program that successfully prepares students for the workplace while also promoting the College's mission and core values as discussed in sections 2, 3, 4 and 5 of this document. The Communication Design labs utilize industry standard hardware and the current versions of software. Faculty both full- and part-time bring extensive industry experience and expertise to the curriculum. To maintain the program's success and meet demands for growth, additional resources are needed in the areas of Communication Design labs and full-time faculty.

A large portion of the program's success can be attributed to the faculty's extensive outreach, instructional and mentoring efforts. They attend area high school resource fairs such as those at Frisco ISD as well as Dallas' Booker T. Washington High School for the Performing Arts. Faculty also provide on-campus department tours to schools, families and individuals, staff an information booth at Collin College's Tech Fair, and attend student orientations and round tables. Members of the Communication Design faculty organize information events through student and industry exhibitions as well as partner with area and industry organizations. In addition to actively advising students, they also publish a program guide to assist students with curriculum navigation. Finally the faculty remain committed to refining the curriculum by applying their continuously expanding knowledge base through conference attendance and extensive research.

Below is a breakdown of the Communication Design full-time faculty's on going efforts to support the program and promote the College.

Professor Laura Flores has developed a standardized curriculum and content delivery method for courses such as ARTC 1305 Basic Graphic Design, ARTC 1327 Introduction to Computer Graphics, ARTC 1313 Digital Publishing I and ARTC 2347 Design Communication II for use by full-time and associate faculty. In addition to the previously mentioned high school outreach efforts, she has created promotional collateral for the Fine Arts Division as a whole. Flores has pursued professional development at the state level through

2014-15 WORKFORCE PROGRAM REVIEW

participation in a WECM Course Review workshop, co-developed and presented a lecture on utilizing software tools to expand classroom content and presentation techniques and attended various faculty development sessions in her time at Collin. She has also expanded her own industry knowledge by attending the national graphic design conference HOW: Design Live. Her college service includes regularly advising all Communication Design students. Acting as mentor to both Communication Design associate faculty and graphic design major students. Flores has assisted in organizing Communication Design Energy student shows and Communication Design Industry leaders show in the The Arts Gallery. Flores has provided additional service on Music Department search committees, been a panelist on a Dean of Students Bullying Panel, participated in the Emergency Evacuation Planning Committee, assisted with event planning for SpringFest including logo design and served as a Faculty Advisor for ThinkTank student organization.

Professor Mike McKee has maintained current knowledge of the quickly changing technology in his primary teaching area of web/interactive development courses. This has been accomplished through online courses for Adobe Creative Cloud software and Web Content Management Systems. He has introduced electronic documents for class instruction and implemented Blackboard for his classes. Professor McKee has engaged in professional development activities through attendance of Faculty Development Conference sessions by Professors Pisani and Weasenforth (2011), Student Organization Training and the 2011 Outcomes and Assessment Conference. He has participated in the department's outreach efforts in Collin student orientation, Technical Education Fairs as well as the high school college fair events. McKee served as Communication Design's Coordinator for the Tech Prep Consortium, which fostered articulation with area high schools for students in technical courses compatible with our department's programs. Since 2011, he has served on the Core Objectives Assessment Team (Coat) at Collin. Mike has also participated in the organization and presentation of the department's Energy student shows and served as a Faculty Advisor for the ThinkTank student organization.

Professor Tonya McMillion developed online versions of the ARTC 1325 Introduction to Computer Graphics and RTVB1329 Scriptwriting courses. She has pursued professional development through presenting "Character, Conflict and Resolution: Educating Students Through Storytelling" at the Fall 2012 Faculty Development Conference and presentation of "Harnessing Your Personal Network" at the Texas Community College Technology Forum, Spring 2014. She earned a Collin College PhD Scholarship beginning in Spring 2013 and continues her studies at UTD. In 2013, McMillion attended the South by Southwest Interactive Conference and volunteered at the Dallas International Film Festival. She collaborated with Professor Lupita Tinnen in a Learning Communities course combining Digital Photography and Digital Video in Fall 2012. Her work with the Collin Library has resulted in inexpensive reference materials and eBook options for students in her classes. Professor McMillion has participated in outreach through presentation of a Scriptwriting Workshop 2013 at Booker T. Washington High School as well as representing the department there during Fall college fairs over several years. She



2014-15 WORKFORCE PROGRAM REVIEW

has participated in organizing the department's Energy student shows. Her college service includes the Adopt a Highway project, Collin's Technology Committee and volunteering for the Student Mentor program.

Professor Tom Ottinger has developed and revised curriculum for the Animation (3D Animation/Game Art tracks) program over a several years. In particular, he has developed these courses: ARTV 1341 3D Animation I, ARTV 1345 3D Modeling and Rendering I, ARTV 2345 3D Modeling and Rendering II, and ARTV 2335 Portfolio Development for Animation. He is an active member and co-founder of industry organization A Bunch of Short Guys (ABOSG) and assists with Industry Giants to promote education in the animation and video industries in the greater DFW area. His college service includes regularly advising Animation / Game Art major students, organizing and assisting with previously mentioned high school outreach efforts, College Tech Fair, and student orientations. Ottinger has assisted in organizing Communication Design Energy student shows and Communication Design Industry leaders show in the The Arts Gallery. He serves as a Faculty Advisor for the Student Animation and Game Artists organization. He has provided additional service on Music Department search committees, has served as CAB chair 2012-2014FY, and remains a sitting CAB committee member.

Professor J. Marshall Pittman has developed and revised curriculum for the Animation (3D Animation/Game Art tracks) program over a several years. In particular, he has developed these courses: ARTV 2355 Character Rigging (now GAME2325), FLMC1331/2331 Video Graphics & Visual Effects I & II (FLMC1331 is now part of the Communication Design communion curriculum for all Design Communication awards), GAME 1303 Introduction to Game Design & Development, GAME 1304 Level Design, GAME 2359 Game & Simulation Group Project and an ARTC1394 Special Topics class. He has also developed an articulation agreement with Full Sail University. In pursuing professional development, he has attended TEDx and SIGGRAPH conferences, served as an Animation Judge and Presenter for the Dallas Video Festival, served as Chairman of the Board for A Bunch of Short Guys (ABOSG) and a Technical Director for the annual Industry Giants events produced by ABOSG. He has also served as SIGkids Chair on the SIGGRAPH 2010 Conference Committee, a program supporting middle school students and Girl Scout members who attended the conference. Professor Pittman's college service includes serving as a Faculty Advisor for the Student Animation and Game Artists organization. He has organized and hosted the Collin-located/Dallas-area group participating in the Global Game Jam since 2011. Pittman has participated in outreach efforts both within Collin and at area high school college fair events. His involvement in the Energy student shows has helped highlight the accomplishments of department students. In his college service, he has served as a Faculty Panel Host for New Student Orientation and advises students on an ongoing basis.

2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN

The question of “why we do the things we do?” is one which focuses on the mission of the program, goals and priorities, and the role of the program within the discipline and college. You do not need to repeat the college mission, core values or strategic goals. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission, core values, and goals.

A. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission.

Collin Mission Statement

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

The Communication Design program, its curriculum and staff contribute to the fulfillment of the College’s mission by being focused on students and the community and committed to developing skills, strengthening character and challenging the intellect. Discussion below outlines those efforts.

Through hosting and participating in numerous events the Communication Design program has become a community-centered institution. Examples include participation in off-campus events such as Industry Giants, Big D Conference and Texas 2Show. Additional examples include hosting numerous on-campus events such as Global Game Jam, guest speakers Max Howard of the Max Howard Consulting Group and Nic Climer, creative director of Match.com. The Communication Design program also sponsors and oversees student tours of Color Dynamic, Allen, Texas (annual/biannually) and Slingshot, LLC, Dallas, Texas. Finally, faculty and staff work with community organizations such as Frisco Arts, McKinney Public Art taskforce and Collin County Historic Society and Museum to provide design service via faculty and student collaborations. More examples of community involvement can be found in section 8.

The Communication Design program faculty mantra is “we are here for and because of the students.” This is reflected in their actions and the curriculum they develop. You will find at any given time a Communication Design faculty actively assisting and guiding students in the Communication Design lab outside their established lecture/lab hours. They do this out of passion for the student’s own success. The curriculum is developed in a manner that ensures student success throughout the program and upon entering the workforce. Courses are structured to provide appropriate foundations upon entering and challenge students to meet industry standards as they move further along.

2014-15 WORKFORCE PROGRAM REVIEW

The curriculum by its very nature, as a Workforce Program, focuses on developing skillsets. To work in the Communication Design industry one's character is strengthened and intellect challenged through the process of developing skillsets. The Graphic Design curriculum specifically centers around development of design and technical skills. The curriculum structure starts with developing these skills independently then conjunctively. As demonstrated in Table 2A-A.

As part of developing the necessary skill sets for the Graphic Design field students strengthen their character as they learn time management, resource management, collaboration, and incorporation of constructive criticism. They are then challenged intellectually in this process. Graphic Design is applied aesthetics for the purpose of communicating a specific message to a specific audience. This requires a high level of critical thinking. Students must understand design principles and apply them in a unique solution. An example of this can be seen in a course assignment for ARTC 1327 Typography:

ARTC 1327 Typography

Project 4: Packaging Design

Objective: Design a logo and establish a brand for a farm to market egg supplier. Based on your established brand, design and execute graphics for a six (6)-egg carton. The packaging solution must be typographically focus. Integrate the required information as typographic treatments.

The design solutions must demonstrate an understanding of the typographic principles discussed throughout the semester. Evaluation will be based on communication, concept development, graphic judgment, typography and craftsmanship expected at this level of design.

Execution: Recommend primary use of Adobe Illustrator and appropriate support use of Adobe Photoshop.

Supplied Elements: 6 Egg Carton Die.ai

Required Verbiage / Graphic Elements: Logo solution, 6 eggs, Grade A, Extra Large, Free Range, Organic, Keep refrigerated, NET WT 13.5 oz 0.844 LB)

Optional inclusion: Omega-3, Gain Feed, Antibiotic-Free, Natural, BarCode

Presentation: Logo - Black and White version and Color version presented the same as in Project 2.

Package Design Flat Prints - Full color prints trimmed to artwork mounted visually centered on Super Black Board

Package Design Comp - Full color, cut & folded comp

2014-15 WORKFORCE PROGRAM REVIEW

Resources: Pinterest Samples, <http://www.veer.com/>, <http://www.youworkforthem.com/>,
<http://www.istockphoto.com/>, <http://www.123rf.com>

Due Dates: See Course Calendar

Grading: Based on the following – ability to follow instructions and apply materials learned. Execution level of communication, graphic judgment, typography, and craftsmanship. Incompleteness or lateness of any stage of the project will result in a deduction of a letter grade for each infraction.

Below is a student's finished project. Mr. Crocker received a gold medal award from the publication Graphis for his solution in 2012. This is a heavily juried international publication.

GOLD AWARD WINNER - GRAPHIS NEW TALENT 2012





2014-15 WORKFORCE PROGRAM REVIEW

Collin College AAS - Graphic Design Print / Web Track	CR	Collin College Certificate - Graphic Design Print / Web Track	CR	Prof.
Year 1, Semester 1		Year 1, Semester 1		
ARTS 1316 Drawing I	3	ARTS 1316 Drawing I	3	T
ARTC 1305 Basic Graphic Design - C	3	ARTC 1305 Basic Graphic Design	3	D
ARTC 1325 Introduction to Computer Graphics - C	3	ARTC 1325 Introduction to Computer Graphics	3	T
Year 1, Semester 2		Year 1, Semester 2		
ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3	T
ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3	T
ARTC 1327 Typography	3	ARTC 1327 Typography	3	D
ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3	D
Year 1, Semester 3		Year 1, Semester 3		
ARTV 1371 Storyboard and Concept Development -C	3	ARTV 1371 Storyboard and Concept Development	3	DT
ARTC 2311 History of Graphic Design	3	ARTC 2311 History of Graphic Design	3	H
Year 2, Semester 1		Year 2, Semester 1		
ARTC 1313 Digital Publishing I	3	ARTC 1313 Digital Publishing I	3	DT
ARTC 1349 Art Direction I	3	ARTC 1349 Art Direction I	3	D
FLMC 1331 Video Graphics and Visual Effects I - C	3		3	DT
IMED 1316 Web Design I	3	IMED 1316 Web Design I	3	T
Year 2, Semester 2		Year 2, Semester 2		
Print Track ARTC 2347 Design Communication II <i style="text-align: center;">OR</i>	3	Print Track ARTC 2347 Design Communication II <i style="text-align: center;">OR</i>	3	DT
Web Track IMED 2315 Web Design II		Web Track IMED 2315 Web Design II		DT
ARTC 2335 Portfolio Development - C	3	ARTC 2335 Portfolio Development	3	DT
AAS Common Core		TOTAL CREDIT HOURS		42
English	3			
Speech Communication	3			
Mathematics / Natural Sciences	3			
Humanities / Fine Arts - ARTS 1301 Art Appreciation	3			
Social / Behavioral Sciences	3			
TOTAL CREDIT HOURS	60			

Table 2A-A

2014-15 WORKFORCE PROGRAM REVIEW

- To gauge student perception as to the Communication Design's Graphic Design awards success in fulfilling the College mission, a survey was given to student in their last semester of the Graphic Design curriculum. Students surveyed were enrolled in ARTC 2349 Art Direction II and/or ARTC 2335 Portfolio.

The Spring 2015 sampling were asked *"Do you feel the Communication Design program, its curriculum and staff have met this mission?"* Of the 26 respondents all either Agreed or Strongly Agreed.

Based on the survey results and accompanying explanations students indicated they felt the Communication Design program and specifically the Graphic Design curriculum were meeting the College mission.

Example of student explanations:

"The program and its staff have consistently challenged me to do my best and have guided me to improving myself as an individual and a student. Each semester is an entirely new learning experience that helps me succeed each semester."

"Teachers are extremely knowledgeable in their respectful fields also very helpful and willing to go above and beyond for each and every student."

"They have. Almost all of the professors not only say, but prove their passion for design and pass that on into their individual teaching styles. Laura is also the most approachable department head in the school. It's nice seeing her interact not only with the professors, but laughing and helping students when she happens to be nearby."

"So far, all of my professors have been dedicated to their class and subject. Each professor was always willing to work with me and help develop my style in order to meet the goals I set for myself. I think, in order to be successful, both the student and professor need to dedicate equal time and effort, and I've never felt like any of my professors at Collin lacked on their end. I've been pretty happy with the program so far."

B. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college [core values](#).

- The Communication Design program fulfills the college core values in the following ways:
 - Its curriculum by it's very nature focuses on the core values of creativity and innovation as well as academic excellence.
 - Projects both inside and outside of the classroom focus on the college's core values of service and involvement.

2014-15 WORKFORCE PROGRAM REVIEW

- The culture of collaboration within the Graphic Design curriculum gives special emphasis on the college's core values of dignity and respect.
- For example, the core value of **dignity and respect** can be seen in collaborations among the graphic designers themselves as well as between graphic design students and students in other departments. As noted above in the Typography assignment, graphic design students are required to present their work for feedback. For this process to be effective, students and faculty must practice the values of dignity and respect. Faculty demonstrate how to appropriately give constructive feedback, that is, criticism that can be applied in a manner that is respectful and sensitive to the student. Students are then asked to do the same by sharing their own insights in the same manner.
- The College's core value of **service and involvement** is demonstrated by the faculty in their on-going engagement in college service with fellow department search committees, sitting on the Core Objective Assessment Team (COAT) and Curriculum Advisory Board (CAB) committees, and in collaborating on the Fine Arts SpringFest event. Additionally their service and involvement reaches beyond the college through participation and community and industry events as outlined in partnership sections 1 and 8. Examples include Frisco Art Festival. Students are equally encouraged to serve and get involved. Example Collin student John (Try) Wright designed the Collin County Historic Society and Museum Logo. This project was initiated through the Communication Design department.
- Finally, the college core values of **academic excellence, creativity and innovation** are deeply rooted in the program. Beginning with creativity and innovation, Communication Design faculty and its Advisory Board members seek to ensure that the highest standards are maintained in the curriculum to support student success upon completing their award. Examples of the program's creativity and innovation can be seen in its department displays, bi-annual Energy student show and industry contributor's show in The Arts Gallery. Additional Graphic Design majors have received local and national recognition for their work. Examples include Michael Crocker receiving Gold Metal recognition for two pieces in *Graphis* 2012. Additionally Brian Lowe had two pieces exhibited in the juried Texas 2 Show 2014.

C. Provide program-specific evidence that supports how the program supports the college [strategic plan](#).

1. Improve academic success by implementing strategies for completion.

In order to improve academic success the Communication Design Program has focused on actively advising students. Students are encouraged to meet with their respective full-time faculty discipline lead for degree advisement and to develop a plan for completion. The department chair has an open door advising policy and any student or potential student is welcome to drop in or make an appointment for both career and degree advisement. On average the department chair sees 2-3 "students" and often their families each week. As a department we want to engage with the student as soon as possible before they enroll. Student advising outreach is done through the College's Tech fair and Orientations, providing area schools department tours, and attending area schools resource fairs.

2014-15 WORKFORCE PROGRAM REVIEW

Advising for the program does not stop with enrollment. Full-time faculty use the initial advising session to establish a rapport with the student. From that point forward we notice students coming to the faculty member for on-going advising regarding academic issues or any issue that may affect their ability to complete their award.

Students are not required to be advised by a discipline lead. We find students who do not receive this initial advising have the most issues in completing their awards in a timely fashion.

2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities.

The Communication Design program is constantly monitoring industry requirements. Additionally they monitor area and key institutions' upper level awards in equivalent areas. Section 6B shows an example of this active monitoring. The awards under the Communication Design program (or from any program) do not guarantee employment in the respective fields. Individuals are typically hired based on demonstration of their skillsets. In graphic design this is the portfolio. As a Workforce program the awards and courses are not established with the purpose of transfer but to fully prepare individual to enter the workforce. However, the program faculty consciously structures the curriculum to align with four-year institutions to ease transfer. This is also demonstrated in section 6B. Students have successfully transferred their awards in Graphic Design to other four-year institutions including Texas A&M Commerce, Dallas College of Art and Design and Savannah College of Art and Design. Various articulation agreements through the Fine Arts Division and College as a whole are available to students. Notably, the Graphic Design Awards students have found transfer based on their transcripts and portfolio achieved the greatest number of credits converted.

3. Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.

Through its curriculum and activities outside of the classroom the program faculty actively promote the ideals of the College's Core Values. The faculty worked diligently to shape the culture of the Communication Design program around these Core Values. Please see the preceding section for more specific details on how the core values are entwined with the Graphic Design program.

4. Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.



2014-15 WORKFORCE PROGRAM REVIEW

The Communication Design program has a long-standing reputation in the local and regional community for its active engagement. Through partnerships, participation and hosting industry and civic events they promote the presence of the program and the College as a whole. Most of these events are free and open to the public.

Examples Include:

Partnerships Industry Giants & Big D Conference

Partnerships A Bunch of Short Guys

Biannual *Energy* show - The Arts Gallery

Communication Design Industry Leaders show - The Arts Gallery

Guest speaker Nic Climer

Guest speaker Max Howard of Max Howard Consulting Group

Frisco Arts

Texas 2 Show

Global Game Jam

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY EMPLOYERS

Make a case with evidence to show that employers need and hire the program's graduate.

Employers are hiring Collin's Graphic Design completers to fulfill job titles of production artist, graphic designer and art director for the growing advertising / design industry in the greater DFW area.

- The DFW area is the nation's fourth largest employer of the advertising/design industry as shown by the Bureau of Labor Statistics data (BLS). The largest area employer is New York followed by Los Angeles and Chicago. BLS divides the DFW area into three separate metroplexes:
 - Dallas-Fort Worth-Arlington
 - Dallas-Plano-Irving
 - Fort Worth-Arlington.

The Advertising /Design industry perceives all these metroplexes as one market: the "Dallas market." This includes hiring practices. BLS does not make the same divisions of the other markets. BLS estimates do not include self-employed workers. Nielsen Television Market Rankings place Dallas as the fifth largest market. That in conjunction with the DFW area as one of the county's leading business hubs supports DFW as the fourth largest advertising/design industry employer. Dallas as an advertising/design market is positioned to compete on a national and international scale. As evident by the top agencies and holding companies positioned in the area. Examples include The Richards Group, TracyLocke, The Marketing Arm and multiple Omnicom agencies.

2014-15 WORKFORCE PROGRAM REVIEW

Metroplex	Graphic Designer Employment	Graphic Designer Annual Mean Wages	Art Director Employment	Art Director Annual Mean Wages
New York-White Plains-Wayne, NY-NJ Metropolitan Division	14,210	\$65,000	6,380	\$132,980
Los Angeles-Long Beach-Glendale, CA Metropolitan Division	9,530	\$57,100	2,970	\$116,800
Chicago-Joliet-Naperville, IL Metropolitan Division	7,320	\$52,650	1,700	\$82,510
Dallas-Fort Worth-Arlington, TX	3,690	\$48,080	820	\$82,430
Dallas-Plano-Irving TX Metropolitan Division	2,880	\$49,850	670	\$84,720
Fort Worth-Arlington TX Metropolitan Division	820	\$41,840	140	\$71,620
Combined DFW area (Dallas Market)	7,390	\$46,590	1,630	\$79,590

Table 3-A U.S. Bureau of Labor Statistics 2014

- BLS projects employment of graphic designers to grow seven percent from 2012 to 2022, which is slightly slower than the average 11 percent for all occupations. Graphic designer employment in the areas of print media such as newspaper, periodical, book, and directory publishers is expected to continue to decline as consumers shift to digital versions of these media. Reflecting that shift, BLS projects a 35 percent employment growth for graphic designers in design areas related to internet, portable devices, websites, electronic publications, and video entertainment media. BLS is projecting only a 3 percent growth of employment for Art Directors due to the decline in print media. This number appears low especially compared to the projected growth for graphic designers. In addition to continued industry growth Career Coach projects 19% of the current industry employment is approaching retirement.

Phone interviews with the nation's top two industry placement agencies, Aquent and The Creative Group indicated that DFW area growth is much stronger than the Bureau of Labor Statistics have indicated. Elizabeth Deighton of The Creative Group stated they were seeing very strong growth in the DFW area and projects it to continue over the next five years. She went on to state that in a report they pulled that day the areas of highest requests for fulfillment were 1: web graphic designers, 2: production artist both print and web and 3: graphic artist.

2014-15 WORKFORCE PROGRAM REVIEW

Job Title	Number Employed	Estimated Annual Openings	Approaching Retirement Age
Production Artist	780	21	169
Graphic Designer	5,321	169	1,046
Art Director	1,399	39	256

Table 3-B *Career Coach* data pulled 12/26/2014. Search criteria included the following job titles: Production Artist (*Career Coach* lists as Pre-press Technician and Worker), Graphic Designer, and Art Director.

- Collin’s Graphic Design curriculum is based on industry research and input from the Communication Design Industry Advisory Board. Board members participate in on-going dialogue with the department throughout the year. Providing valuable feedback regarding curriculum and industry trends. This is in addition to formal board meetings and votes as outlined by GIPWE. Since 2010 to 2014 the board averages 6 to 7 industry advisers. The majority of which have become longstanding members. Based on industry research, input from the Communication Design Industry Advisory Board and interviews with Aquent and The Creative Group; Collin’s Graphic Design’s AAS and Certificate awards effectively prepare students to enter employment as production artists, graphic designers and art directors. Job placement is based on demonstration of applicable skills. The Graphic Design curriculum develops the required industry skillsets and mandates the development of a portfolio. These are the two key job placement factors for the advertising/design industry. Employers use portfolios as demonstration of a candidate’s applicable skillsets. And at times skillset assessments are given to indicate a candidate’s software skill level.
- Neither an award nor licensure is required to enter the field of advertising/design. Book Smarts by The Creative Group lists factors that affect employer’s hiring decision of graphic designer as 63% portfolio, 22% interview performance, 12% references and 2% resume. Degree is not listed as a contributing factor. This reinforces observations made by Advisory Board. As with any field, Bachelors awards are preferred. They show that a candidate has a rounded education. And degrees can help employers’ assess if a candidate has obtained a set of desired skills. Portfolios demonstrate the candidate’s skillset. Hence, portfolios are used determining factor over a degree in this industry.
- Collin competes with several DFW area two and four-year institutes for placement in entry-level positions. Compared to these institutions Collin offers superior entry-level skillset prep when compared to other area two-year institutions as outlined in section 6B. Additionally, Collin offers industry skillset prep comparable to four-year institutions. Collin’s Graphic Design awards remain an asset to the area because of the affordability, curriculum quality and efficiency of skillset acquisition. Collin is able to offer required industry

2014-15 WORKFORCE PROGRAM REVIEW

skillsets in a two-year process that cannot be obtained through any other area institution.

- According to BLS in 2012, about 24 percent of graphic designers were self-employed. Many graphic designers work on a contract basis and are seen as self-employed. Additionally, as an industry, standard entry-level positions are often initiated as internships, freelance, contract work, or temp-to-perm positions, most of which are considered self-employed. Self-employed designers currently are not trackable by state and national data systems. Therefore it is difficult to accurately track graduate employment rates and wages. IRO has provided Percentage of Completers for FY2009-2013. Because it uses state databases that do not capture “self-employed” the report does not portray an accurate picture of the Graphic Design Award completers’ employment level. A better system needs to be utilized that can accurately capture this data.

2014-15 WORKFORCE PROGRAM REVIEW

Table 3-C

Percentage of Program Completers Employed by Year Collin College FY2009 through FY2013

Program	CIP Code	2009	2010	2011	2012	2013
Graphic Design Print/Web	500402	57%	42%	70%	55%	58%

Note: For purposes of this

report, the word "completers" refers to all students who completed degrees, certificates, field of study awards, or marketable skills awards.

**Data for 2013 is the most recent data available from the Texas Higher Education Coordinating Board, the only source for this information.*

***"nc" identifies programs that had no completers reported for the given follow-up year.*

Source: Texas Higher Education Coordinating Board Web Site, Gainful Employment - Placement Rate, (<http://www.txhighereddata.org/reports/performance/ctcasalf/gainful.cfm>), extracted on 9/22/2014.

It has been observed by the Communication Design department that the Graphic Design graduates are being successfully employed in highly competitive industry position. These observations have been made utilizing student and employer feedback along with searches via Linked-in. Examples of job placement are as follows: Graphic Designer at BIOWORLD Merchandising, Graphic Designer at Orthoworld LLC, Intern transition to long-term freelance Art Director at Slingshot, Junior Art Director at The Marketing Arm, Intern at Launch and Art Director at Conexis. However, for the Graphic Design department, the strongest indicator of the student success is that the student's employers have contacted the department directly looking for new recruits, as with Launch and Orthoworld, LLC.

- Not only is there a high level of need by area employers for graphic designer, but also it is a highly desirable position based on its median wages. The starting salaries and extended salary ranges for production artists, graphic designers and art directors far exceed the national median annual wages of \$34,750 listed by BLS. The Creative Group's Annual Salary Guide, the industry standard wage reference, indicates the Dallas area compensation rate as 107.5 % of the national average. The adjusted salary range for an entry-level graphic design positions range from \$38,970 to \$60,730. This is 11% to 74% higher than the national median annual wages. Based on graduate and employer input Collin's Graphic Design completers are receiving comparable starting wages. BLS list the median annual wages for graphic designers as \$44,105 (27% higher than the national average) and the upper-level position of Art Director as \$80,880 again this is 233% higher than the national average. Showing employment in the advertising/design industry is financially advantageous.

As indicated by The Creative Group's Annual Salary Guide, the advertising/design industry does not attach degree level to its salary charts. The industry is experience based as reflected by the industry salary guides. It breaks compensation down by position and



2014-15 WORKFORCE PROGRAM REVIEW

experience levels 1 to 3 years, 3 to 5 years and 5 years +. The junior art director position is equivalent to graphic designer. Compensation chart below reflects both potential starting positions for Collin’s Graphic Design completers but also industry growth positions. Entry-level position highlighted.

POSITION	LOW	HIGH
DESIGN & PRODUCTION		
Creative Director (8+ years)	\$ 96,500	\$ 215,000
Creative Director (5 to 8 years)	\$ 88,000	\$ 160,000
Art Director (5+ years)	\$ 73,000	\$ 105,500
Art Director (3 to 5 years)	\$ 64,000	\$ 78,500
Graphic Designer (5+ years)	\$ 72,000	\$ 92,500
Graphic Designer (3 to 5 years)	\$ 57,750	\$ 75,000
Graphic Designer (1 to 3 years)	\$ 45,000	\$ 60,750
Package Designer	\$ 68,250	\$ 110,000
Package Production Artist (3+ years)	\$ 62,000	\$ 86,500
Package Production Artist (1 to 3 years)	\$ 50,000	\$ 68,500
Layout Designer	\$ 55,000	\$ 72,000
Prepress Specialist (3+ years)	\$ 57,750	\$ 82,000
Prepress Specialist (1 to 3 years)	\$ 46,500	\$ 57,750
Production Artist (3+ years)	\$ 53,500	\$ 74,500
Production Artist (1 to 3 years)	\$ 38,500	\$ 53,500
INTERACTIVE DESIGN & PRODUCTION		
Interactive Creative Director	\$100,500	\$ 180,250
Interactive Art Director	\$ 84,000	\$ 125,000
Interaction Designer (5+ years)	\$ 80,500	\$ 114,500
Interaction Designer (1 to 5 years)	\$ 54,500	\$ 85,000
Digital Designer	\$ 63,000	\$ 89,000
Web Designer (5+ years)	\$ 80,000	\$ 112,500
Web Designer (1 to 5 years)	\$ 54,000	\$ 84,000
Web Production Artist	\$ 50,000	\$ 68,000
<i>Data from The Creative Group 2015 Salary Guide. Listings are national averages. The Guide indicates the Dallas area compensation is 107.5% of the listed rate</i>		

Table 3-D

2014-15 WORKFORCE PROGRAM REVIEW

- As indicated earlier there is strong growth projected for the advertising/design industry over the next five years. Career Coach lists an annual estimated opening of 130 graphic design positions with-in a 50-mile radius of Collin College. Based on industry and BLS data the number seems low. However, it still exceeds the 94 Graphic Design AAS and Certificate awards issued by Collin over the past four years. Collin's graduates do not exceed local demand and currently are not meeting the area needs. Growth in graduates would be beneficial to the area.
- Currently the Communication Design program is maxed in its available instructional space. This could potentially limit the growth of completers. At present the department is utilizing open lab J121 as an alternative classroom, which is not fully equipped to meet the graphic design courses' needs. More fully equipped classrooms are needed to meet the department's current and future needs. Additionally, more full-time faculty is needed. Presently over 60% of Communication Design's contact hours are performed by part-time faculty.
- The Communication Design department regularly attends area high schools information days, College's tech fairs, College orientations and various industry functions. The department provides information tours for both individuals and area schools. The department works with Collin's The Arts Gallery to exhibit student and leading professional's work as a way to educate the community about the industry. Additionally the faculty and staff consult with area businesses and organizations. Full-time faculty, with the assistance of the department tutor, perform all these tasks. Students are encouraged to submit their work in competitions and award shows. This promotes both the student and the College. Recent recognitions include two pieces exhibited in the heavily-juried *Texas 2 Show*, as well as silver and gold recognition in the international publication *Graphis*. More support for the students in this area is needed. The majority of competitions require an entrance fee that students are unable to meet thus limiting the department's ability to promote in these key industry venues. Assistance in developing general public and college-wide awareness is also needed. We still find the general public and even the majority of student body are not aware that Collin's Communication Design program nor its awards in Graphic Design.
- Workforce Programs are not built around transferability. Workforce programs focus primarily on student success through job placement and wage levels. However, when structuring Collin's Graphic Design awards courses are selected based on which offerings best correlate to four-year university degrees increasing the credit transferability. This is not so with many other area two-year programs.

Collin Communication Design department has met with four-year institutions regarding graphic design award transfer agreements. The common conclusion has been it is more beneficial for the transferring students to use their portfolio and transcripts. The receiving



2014-15 WORKFORCE PROGRAM REVIEW

college tends to accept more transfer credits this way than with a blanket agreement. Additionally, Graphic Design award recipients can utilize the Studio Fine Arts general transfer agreements making additional agreements unnecessary. Graphic Design course credits are often covered under field of study (FOS) or electives. Even though the Graphic Design program fully prepares students to enter the workforce some do chose to transfer to four-year institutions to obtain a BFA and even MFA. The transfer institutions vary widely but the most common destination schools are Texas A&M Commerce, the Dallas College of Art and Design and Savannah College of Art and Design. With the AAS award reducing to 60-credit hours we will be revisiting transfer agreements with these key schools. Meetings are scheduled for spring 2015 to discuss the new awards and establish new agreements.

2014-15 WORKFORCE PROGRAM REVIEW

4. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY STUDENTS

Make a case with evidence to show that students want the Degree or Certificate using the enrollment history. Include any plan for increasing program enrollment.

- It is difficult to accurately track the number of students who have declared Graphic Design Print/Web as their major. Collin's Banner Student System, which uses Argos query reveals over the past four years that there is an 18.5% growth in Unduplicated Enrollment numbers for Graphic Design. The percentage rate does closely correlate with mid-level class growth of 16% over the same timeframe. Current enrollment indicates growth in the Graphic Design is maintaining that growth.

Majors by Curriculum Course Enrollment			
Term	Unduplicated enrollment	Term	Unduplicated enrollment
FY2010		FY2013	
Fall 2009	436	Fall 2012	491
Spring 2010	465	Spring 2013	511
Summer I 2010	75	Summer I 2013	53
Summer II 2010	10	Summer II 2013	23
FY2011		FY2014	
Fall 2010	478	Fall 2013	517
Wintermester 2010	1	Spring 2014	488
Spring 2011	486	Summer I 2014	58
Summer I 2011	52	Summer II 2014	25
Summer II 2011	6	Fall 2013	517
FY2012			
Fall 2011	486		
Spring 2012	488		
Summer I 2012	97		
Summer II 2012	25		

Table 3-E

[Measure 1b-Unduped Program Major Enrollment by Prog-Major-Term-FY](#)

2014-15 WORKFORCE PROGRAM REVIEW

- Current enrollment allows all required courses to be offered at least once a year. Under the 72 credit hour AAS a top skill level course required enrollment exceptions to meet the once per year offering. With the roll out of the 60-credit limited curriculum these course have been eliminated from the AAS and Certificate curriculum. Moving forward no exceptions are expected and all required courses will continue to be offered at least once a year.
- If enrollment levels continue to increase at the same rate they have over the previous cycle the Communication Design department will not be able to service all students due to limited instructional classrooms and staff. The department is currently utilizing non-communication design labs: SCC J121, CPC B202. These labs do not meet all instructional needs. Under staffing regulations the department has a 6.2 to 1 part-time to full-time faculty ratio. Finding additional qualified part-time instructors in this field to meet the increased need will be difficult due to pay discrepancy as an instructor versus industry work. Additional facilities and full-time faculty will be needed to meet continued growth demands.
- The department is attempting to capture degree-intended completers by issuing degree declaration forms in entry-level section ARTC 1325 and ARTC 1305. Additional Communication Design Program Guides are handed out to all students in these courses. The Guide contains department advising contact information along with degree information. Students are strongly encouraged to meet with a department faculty advisor. We find that when students meet with faculty for degree and career advising they are more likely to complete their awards. However, it is an option to meet with faculty, therefore not all students takes advantage of this service.

Are We Doing Things Right?

This section is a data-driven analysis of the strengths and challenges of the unit. It includes such topics as instructional productivity, faculty recruitment and retention, student retention and graduation rates as well as the discussion of student learning outcomes assessment. External judgments of quality such as external accreditation, faculty awards and student awards may also be discussed in this section. Other issues important to the unit also belong here as appropriate.

The assessment of student learning outcomes is an essential part of this section in how it relates to decisions about curriculum. Measures of learning outcomes may include but should not be limited to student survey data. Student learning outcomes should primarily focus on direct measures in which students demonstrate their learning. Examples of direct measures include papers, presentations, and direct application of skills. The narrative should include the ways in which student learning outcomes have been measured, what the data showed, and any action taken as a result of the data analysis. For example, to assess writing skill within the program, a program compares samples of student writing from an introductory course with a written assignment from a capstone assignment. The evaluation indicates significant progress in writing skills over the course of the program, with the average score increasing from 80.5 to 92 over the degree plan coursework. If students showed no change in writing ability then this example would also include the changes implemented in an effort to improve the student writing outcome. A program's analysis might indicate the process for assessing student learning needs attention. Perhaps the rubric, measure or assignment used to assess the program learning outcomes is not well aligned. For instance, the outcome says "the student will apply program methodology to analysis of a situation" but the means of assessment emphasizes students' recognition of key terms and their definitions. How the program will take action to address the misalignment should be included in the last two sections of this document.

5. WHY WE DO THE THINGS WE DO: DOES THE PROGRAM CURRICULUM LEAD TO COMPLETION?

Make a case with evidence to show the program offers a clear pathway to completion. Include any plan for raising the number of completers.

- Workforce standards require 25 AAS and/or certificates to be issued over 5 years to meet state standards. The Communication Design program as a whole has well exceeded that number with 125+ completers receiving either an AAS or Certificate in Animation / Game Art, Commercial Photography, Digital Video or Graphic Design. Workforce interprets all these awards as one program under the CIP 500400. Graphic Design is a sub-category under the Communication Design program with specific CIP 500402. According to IRO's data 94 Graphic Design AAS and Certificates have been issued.

2014-15 WORKFORCE PROGRAM REVIEW

Graphic Design Print/Web CIP 500402	FY2010	FY2011	FY2012	FY2013	FY2014	TOTAL
Degrees	8	8	9	9	17	51
Certificates	3	5	5	9	21	43
						94

Table 5-A

- Workforce assessment focuses on number of completers, and their success entering the respective industry. Though transfer is a desired result for students, it is not a measure that is captured. Data relating to program transfer is unavailable.
- It is difficult to ascertain program retention at entry due to unverifiable data. Collin's Banner Student System uses Argos query, which pulls declarations from the state's admission system. Student's true major intentions are not verified before enrolling in courses at Collin. Additionally, the Communication Design program has an open enrollment policy. Students do not have to demonstrate an aptitude or a skill level to enter the program. Therefore a higher than desired level of program drop-outs are expected after completion of entry-level courses ARTC 1325 Introduction to Computer Graphic and ARTC 1305 Basic Graphic Design. These courses are not designed to eliminate students but educate them regarding the various industry expected skillsets. These two courses have an average course retention rate over the past four years of 93% and passing rate of 76%.
- To estimate the Graphic Design award percentage of completers the department looked at the earliest unique course required by the awards to determine majors. This course is ARTC 1327 Typography during FY2010-2015. ARTC 2335 Portfolio Development Graphic Design is the majors' capstone, exiting course. Based on the enrollment numbers and the assumption that students are following the strict two-year completion path, the percent completing Graphic Design for an award is 68%. Student aptitude is not established before entering the program. Additionally the majority of Communication Design students have external obligations, only permitting them to be enrolled part-time. Therefore most complete their awards in 3 to 4 years verse the assumed 2.

2014-15 WORKFORCE PROGRAM REVIEW

Course Enrollment	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
1 st Year, 3 rd Semester ARTC 1327 Typography	31	27	35	34	36	22
2 nd Year, 1 st Semester – Print Track ARTC 2347 Design Communication II	NA	7*	17	12	15	13
2 nd Year, 1 st Semester – Web Track IMED 2315 Web Design II	11	0	6	3	8	11
2 nd Year, 1 st Semester - Combined ARTC 2347 & IMED2315	11	7	23	15	23	24
2 nd Year, 2 nd Semester ARTC 2349 Art Direction II	15	22	13	22	17	17
2 nd Year, 2 nd Semester ARTC 2335 Portfolio (Capstone)	11	13	21	21	20	12

Table 5-B * First Year required

The greatest loss of students occurs between 1st year, 3rd semester and 2nd year, 1st semester, when unique award courses are offered. ARTC 1327 has a retention rate of 93% and success rate of 83% over four years. 2nd year unique courses have retention rate in the upper 90s and a similar success rate. Data is unavailable to determine the exact cause of student drop-outs. The department observation is that this is most likely due to program's open enrollment policy. Student aptitude is not established before entering the program. Therefore, students are making their career path decision at the close of the 1st year. At this point they have an opportunity to fully understand the field's challenges and their own strength. Considering the open door policy 68% award completion rate is low. The remaining student success rate indicates students are choosing to stay or leave the award based on their aptitude and enjoyment of the field.

As a department we would like to see completion numbers improve. We would also like for students to have an opportunity to make their own aptitude evaluation sooner in the curriculum process. Under the new 60-credit AAS, ARTC 1317 Design Communication I has been added 1st year, 2nd semester. We anticipate this course will help address both of these concerns.

6. HOW WELL DO WE DO CURRICULUM THINGS AND WHO THINKS SO?

A. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

- 1. Credit Hour Standard: There are no more than 60 credit hours in the program plan.**

Number of semester credit hours (SCH) in the program plan:

Starting Fall 2015 Graphic Design AAS Print/Web requires 60 SCH. The Corresponding Certificate 42 SCH.

- 2. Completers Standard: Average 25 completers over the last five years or five completers per year.**

Number of completers:

Workforce standards require 25 AAS and/or certificates to be issued over 5 years to meet state standards. The Communication Design program as a whole has well exceeded that number with 125+ completers receiving either an AAS or Certificate in Animation / Game Art, Commercial Photography, Digital Video or Graphic Design. Workforce interprets all these awards as one program under the CIP 500400. Graphic Design is a sub-category under the Communication Design program with specific CIP 500402. According to IRO's data 94 Graphic Design AAS and Certificates have been issued.

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Degrees	8	8	9	9	17	51
Certificates	3	5	5	9	21	43
						94

Table 6A-A

- 3. Licensure Standard: 90% of first time test takers pass the Licensure exam. NA**

- 4. Retention Standard: 78% of census day students should earn a grade in the class.**

Only four instances below 78% retention rate have occur over the observed timeframe. Each instance appears to be an anomaly when compared to other year retention rates.

2014-15 WORKFORCE PROGRAM REVIEW

B. Make a case that the program curriculum is current.

- The curriculum developed for the Graphic Design awards are current with Workforce and state guidelines and inline with industry standards.
- To meet state regulation all associates degrees including Workforce Programs, Associate of Applied Arts, have had to reduce curriculum to 60 required credit hours. Prior to 2015 catalog Collin's Graphic Design AAS curriculum required 72 credit hours for completion. (Graphic Design curriculum catalog year 2014-15 is available in Appendix A. Course description Appendix B) Fall 2015-2016 curriculum meets those newly established standard. 15 of the 60 credit hours are Collin's Associates Applied Science Common Core. Workforce also required 5 common courses, 15 credit hours, across all Communication Design program awards (Animation / Game Art, Commercial Photography, Digital Video and Graphic Design). These courses were selected based on their universal applicability.

Workforce Certificates in accordance with Guidelines for Instructional Programs in Workforce Education (GIPWE) can range between 15 to 42 credit hours. Prior to 2015 catalog Collin's Graphic Design Certificate curriculum required 42 credit hours. Fall 2015-2016 curriculum remains at 42 credit hours; however, the required courses and order have been changed to reflect the new 60-credit AAS award. The Certificate course offerings mirror the AAS with the exclusion of the AAS Common Core 15 credit hours. FLMC 1331 Video Graphics and Visual Effects I was not included in the Certificate curriculum to meet the 42 credit hour limit. The course was selected because it was the more peripheral skillset when compared to the other required courses.

In order to meet the 60-credits maximum we eliminated upper level courses that gave our students an advantage over others entering the industry. These upper level courses will be reintroduced through Enhanced Skills Certificates starting 2016-2017. Examples of these courses are ARTC 2305 Digital Imaging II, ARTC 2340 Computer Illustration II and a course specifically geared towards user interface and experience design.

To meet Workforce Program standards it is necessary for an award's curriculum be current. Workforce Programs success is evaluated based on completion numbers, student success entering the fields and their initial income. As evidence in our completion rate, student placement and income. The Graphics Design awards are meeting the Workforce standards. From FY2010-FY2014 combined total of 94 AAS and Certificates in Graphic Design have been awarded. This 54% increase over the previous five years. This exceeds the 25 over five years required by WECM. Students are being hired throughout the DFW Metroplex. Examples: Graphic Designer at BIOWORLD

2014-15 WORKFORCE PROGRAM REVIEW

Merchandising, Graphic Designer at Orthoworld LLC, Intern transition to freelance Art Director at Slingshot, Junior Art Director at The Marketing Arm, Intern at Launch and Art Director at Conexis. Known starting salaries have been in line with the industry standard range of \$38,750 to \$56,500 which is 26% to 67% higher than the nation median annual wages.

- Meeting Workforce standards establishes the criteria that the curriculum developed must support student success throughout program and be in line with industry standards to ensure their success upon entering the field at the highest possible salary. To do this we first established the skill sets needed as a graphic designer by asking: What is Graphic Design, How is it being applied, and What are its current tools? Then we determined how best to develop those skills through the curriculum offering and structure. These observations are continuously being made and informed through faculty experience, research and industry advisory board guidance.

What is Graphic Design?

Graphic Design is applied aesthetics for the purpose of communicating a specific message to a specific audience. This skill set requires a high level of critical thinking and an understanding of design principles.

How is it being applied?

The range of mediums where graphic design is applied varies greatly. Traditional design applications would include identity design, brand development, packaging, print publication, and advertising campaigns in the form of magazine ads, billboards and television commercials. Contemporary design applications include digital formats such as websites, web elements (banner ads), device based applications, and interactive displays.

What are current graphic designers tools?

Graphic designers are required to express their concepts in rough pencil forms. This remains the industry standard due to the freedom pencil offers when expressing thought. In terms of software and interface used for execution Adobe Creative Suite on the Macintosh platform remains standard. Primarily two software packages used are Adobe Illustrator (vector based artwork creation) and Adobe Photoshop (pixel/digital based image manipulation), followed by Adobe InDesign (Multi-page print publication and now e-publication), Adobe Dreamweaver (web and interactive executions) and Adobe Acrobat. Additional companion software is used based on specific application goals.

2014-15 WORKFORCE PROGRAM REVIEW

- Collin must maintain this success through the use of only 45 of the 60 allotted credit hours. The AAS Common Core utilizes 15 hours of the 60 credit hours. An additional 15 hours (5 courses) of the remaining 45 hours are then shared program common courses. Leaving a balance of 30 credit hours directed specifically towards the field of study.
- The Communication Design program has an open door policy. Students do not have to demonstrate an aptitude or a skill level to enter the program. Therefore, we must make an assumption that all students entering have little to no foundation in applied arts.
- Graphic design is a dual skillset industry of design and technology. Design can be defined as the understanding and unique application of design principles. Technical can be defined as the understanding of the mediums and proper utilizing of industry standard tools. Both skill sets require a high level of critical thinking. Collin's Graphic Design curriculum structure develops these skillsets in a layering fashion. Initially the skillsets are introduced in separate courses. Starting with design skills in ARTC 1305 Basic Graphic Design and technical skills in ARTC 1325 Introduction to Computer Graphics. As students move through the curriculum the courses transition to a fully blended skillset emphasis. As with courses ARTC 2347 Design Communication II and IMED 2315 Web Design II students must develop a unique design solution to a specific problem and fully execute its physical or digital application, utilizing the appropriate industry standard techniques. In the capstone course ARTC 2335 Portfolio Development these and additional skillsets are assessed.
- Table 6B-A shows Collin's Graphic Design Print / Web tracks curriculum structure with proficiency emphasis. "D" for Design proficiency - the ability to apply aesthetics for the purpose of communicating a specific message to a specific audience. "T" for Technical proficiency – the understanding of industry applications and the utilization of industry standard tools.



2014-15 WORKFORCE PROGRAM REVIEW

Collin College AAS - Graphic Design Print / Web Track	CR	Collin College Certificate - Graphic Design Print / Web Track	CR	Prof.
Year 1, Semester 1		Year 1, Semester 1		
ARTS 1316 Drawing I	3	ARTS 1316 Drawing I	3	T
ARTC 1305 Basic Graphic Design - C	3	ARTC 1305 Basic Graphic Design	3	D
ARTC 1325 Introduction to Computer Graphics - C	3	ARTC 1325 Introduction to Computer Graphics	3	T
Year 1, Semester 2		Year 1, Semester 2		
ARTC 1302 Digital Imaging I	3	ARTC 1302 Digital Imaging I	3	T
ARTC 1353 Computer Illustration I	3	ARTC 1353 Computer Illustration I	3	T
ARTC 1327 Typography	3	ARTC 1327 Typography	3	D
ARTC 1317 Design Communication I	3	ARTC 1317 Design Communication I	3	D
Year 1, Semester 3		Year 1, Semester 3		
ARTV 1371 Storyboard and Concept Development -C	3	ARTV 1371 Storyboard and Concept Development	3	DT
ARTC 2311 History of Graphic Design	3	ARTC 2311 History of Graphic Design	3	H
Year 2, Semester 1		Year 2, Semester 1		
ARTC 1313 Digital Publishing I	3	ARTC 1313 Digital Publishing I	3	DT
ARTC 1349 Art Direction I	3	ARTC 1349 Art Direction I	3	D
FLMC 1331 Video Graphics and Visual Effects I - C	3		3	DT
IMED 1316 Web Design I	3	IMED 1316 Web Design I	3	T
Year 2, Semester 2		Year 2, Semester 2		
Print Track ARTC 2347 Design Communication II <i>OR</i>	3	Print Track ARTC 2347 Design Communication II <i>OR</i>	3	DT
Web Track IMED 2315 Web Design II		Web Track IMED 2315 Web Design II		DT
ARTC 2335 Portfolio Development - C	3	ARTC 2335 Portfolio Development	3	DT
AAS Common Core		TOTAL CREDIT HOURS		42
English	3			
Speech Communication	3			
Mathematics / Natural Sciences	3			
Humanities / Fine Arts - ARTS 1301 Art Appreciation	3			
Social / Behavioral Sciences	3			
TOTAL CREDIT HOURS				
	60			

Table 6B-A

2014-15 WORKFORCE PROGRAM REVIEW

- When compared to other DFW area peer two-year programs, Collin's Graphic Design curriculum is more aligned with industry skillsets is structured stronger to ensure greater student success, and more closely correlates to area four-year awards. Side-by-side comparisons presented in graphs 6B-B through 6B-F along with separate analysis of each demonstrate these points.

Graphs 6B-G through 6B-I compare Collin's Graphic Design curriculum with University of North Texas at Denton, Texas A&M of Commerce at Dallas, University of Texas at Arlington and Texas State University at San Marcos Bachelors. These side-by-side comparisons along with their analysis demonstrate that Collin's curriculum strongly aligns with UNT, Texas A&M and TSU's four-year Bachelors of Fine Arts Communication Design awards. The four-year awards are able to require up to 120 credits; structured over four years. The comparisons exclude the common core curriculum requirements (English, Math, etc.).

The strongest differences lie outside the field of study curriculum and fall under the Bachelors Art core or Art Foundation as art history and studio fine arts requirements. Texas A&M requires level I and II art history surveys in addition to the History of Communication Design. TSU only indicated History of Communication Design as art history requirement. Whereas UNT requires 15 credit hours in art history in addition to art appreciation and History of Communication Design. UTA requires 12 credit hours of art history and no History of Communication Design. Collin AAS requires an Arts and Humanity course as part of the AAS common core. Art Appreciation is currently the recommended course. ARTC 2311 History of Graphic Design is required by both AAS and Certificate. Each of the four-year BFAs required between 12-15 credit hours in studio fine arts. Collins AAS requires 3 credit hours of studio art (ARTS 1313 drawing I).

- When comparing the field of study curriculum Collin's strongly matched UNT, Texas A&M of Commerce, UTA and TSU with only a few exceptions. These exceptions reflect Collin's 60-credit hour restriction and its shift with industry towards integration of dynamic content and motion graphics to meet the needs of the digital revolution. A breakdown of those exceptions follows.
- **DCCD Cedar Valley & North Lake Computer Graphics awards compared to Collin's Graphic Design Print / Web awards**
Dallas Community College District (DCCD) Cedar Valley & North Lake peer awards, AAS and Certificate in Computer Graphics, are far inferior awards when compared to Collin's Graphic Design AAS and Certificate. Collin's awards are specifically developed for the field of Graphic Design. Whereas, CV&NL's curriculum structure requires students to take courses not essential to their industry. Their awards attempts to service both Animation and Graphics Design fields. Despite Animation and Graphic Design being visual communication fields each require distinctively different skillsets.. Conversely other essential skillsets are sacrificed. Example all majors are required to take



2014-15 WORKFORCE PROGRAM REVIEW

ARTV 1345 3-D Modeling and Rendering I, and ARTV 1303 Basic Animation courses heavy in animation technical skillsets rarely utilized by a graphic designer CV&NL's majors are not required nor offered essential graphic design skillset courses. Example: They do not offer ARTC 2340 Computer Illustration I, ARTC 1327 Typography, ARTC 1317 Design Communication I, ARTC 2347 Design Communication II or ARTC 1349 Art Direction. All these courses are required by Collin's Graphic Design awards because they develop essential skillsets necessary to enter the field of graphic design.



2014-15 WORKFORCE PROGRAM REVIEW

DCCD Cedar Valley / North Lake AAS – Computer Graphics	CR	Equiv.	Collin College AAS - Graphic Design Print / Web Track	CR	Pr of.
ARTS 1301 Art Appreciation	3	=	ARTS 1301 Art Appreciation	3	H
ARTS 1311 2-D Design	3	NR	ARTS 1311 Design I (2-D)	/	S
ARTS 1312 3-D Design	3	NR	ARTS 1312 Design I (3-D)	/	S
ARTS 1316 Drawing I	3	=	ARTS 1316 Drawing I	3	S
ARTS 1317 Drawing II		NR	ARTS 1317 Drawing II	/	S
ARTS 2356 Photography I OR COMM 1316 News Photography I	3	NR	ARTS 2356 Photography I (Darkroom) ARTS 2348 Digital Photography I	/	S
ARTC 1302 Digital Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T
ARTC 1305 Basic Graphic Design	3	=	ARTC 1305 Basic Graphic Design	3	D
ARTC 1313 Digital Publishing I	3	=	ARTC 1313 Digital Publishing I	3	DT
ARTV 1345 3-D Modeling and Rendering I	3	NR	ARTV 1345 3-D Modeling and Rendering I	3	T
ARTV 1303 Basic Animation	3	NR	ARTV 1303 Basic Animation	3	T
IMED 1316 Web Design I	3	=	IMED 1316 Web Design I	3	T
Track 1 - Animation Emphasis					
ARTV 1341 3-D Animation I	3	NR	ARTV 1341 3-D Animation I	/	T
ARTV 2351 3-D Animation II	3	NR	ARTV 2351 3-D Animation II	/	T
Track 2 - Print /Web Emphasis					
ARTC 1359 Visual Design for New Media	3	NO*	ARTC 1359 Visual Design for New Media	/	D
ARTC 2335 Portfolio Development for Graphic Design	3	=	ARTC 2335 Portfolio Development for Graphic Design	3	DT
Elective					
Two courses from Art History or Studio course electives selection of over 20 courses. North Lake highly recommends specific courses but dose not make them requirements.	6	NR	<i>Several ARTC & ARTS course could fulfill this requirement</i>	/	
NR= Course offered but Not Required NO= Not Offered nor Required * Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			Additional Course Required by Collin's AAS - Graphic Design		
			ARTC 1325 Introduction to Computer Graphics	3	T
			ARTC 1327 Typography	3	D
			ARTC 1317 Design Communication I	3	D
			ARTC 1349 Art Direction I	3	D
			ARTC 1353 Computer Illustration I	3	T
			ARTC 2311 History of Graphic Design	3	H
			ARTV 1371 Storyboard and Concept Development	3	DT
			Print Track OR		
			ARTC 2347 Design Communication II	3	DT
Web Track					
IMED 2315 Web Design II	3	DT			

Table 6B-B



2014-15 WORKFORCE PROGRAM REVIEW

DCCD Cedar Valley / North Lake Certificate - Computer Graphics	CR	Equiv	Collin College Certificate - Graphic Design Print / Web Track	C R	Prof
ARTS 1301 Art Appreciation	3	=	ARTS 1301 Art Appreciation	3	H
ARTS 1311 2-D Design	3	NR	ARTS 1311 2-D Design	/	S
ARTS 1316 Drawing I	3	=	ARTS 1316 Drawing I	3	S
ARTC 1302 Digital Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T
ARTC 1305 Basic Graphic Design	3	=	ARTC 1305 Basic Graphic Design	3	D
ARTC 1313 Digital Publishing I	3	=	ARTC 1313 Digital Publishing I	3	DT
ARTV 1345 3-D Modeling and Rendering I	3	NR	ARTV 1345 3-D Modeling and Rendering I	3	T
ARTV 1303 Basic Animation	3	NR	ARTV 1303 Basic Animation	3	T
Track 1 - Animation Emphasis					
ARTS 1312 3-D Design	3	NR	ARTS 1312 3-D Design	/	S
ARTV 1341 3-D Animation I	3	NR	ARTV 1341 3-D Animation I	/	T
ARTV 2351 3-D Animation II	3	NR	ARTV 2351 3-D Animation II	/	T
Track 2 - Print /Web Emphasis					
ARTC 1359 Visual Design for New Media	3	NO*	ARTC 1359 Visual Design for New Media	/	D
ARTC 2335 Portfolio Development for Graphic Design	3	=	ARTC 2335 Portfolio Development for Graphic Design	3	DT
IMED 1316 Web Design I	3	=	IMED 1316 Web Design I		T
NR= Course offered but Not Required NO= Not Offered nor Required * Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			Additional Course Required by Collin's Certificate - Graphic Design		
			ARTC 1325 Introduction to Computer Graphics - C	3	T
			ARTC 1327 Typography	3	D
			ARTC 1317 Design Communication I	3	D
			ARTC 1349 Art Direction I	3	D
			ARTC 1353 Computer Illustration I	3	T
			ARTC 2311 History of Graphic Design	3	H
			ARTV 1371 Storyboard and Concept Development - C	3	DT
			Print Track		
			ARTC 2347 Design Communication II	3	DT
			Web Track		
			IMED 2315 Web Design II	3	DT

Table 6B-C

2014-15 WORKFORCE PROGRAM REVIEW

- **DCCD Brookhaven Visual Communication awards compared to Collin’s Graphic Design Print / Web awards**

DCCD Brookhaven’s Visual Communication AAS closely aligns with Collin’s AAS. Similar to Collin, Brookhaven uses Tracks to allow their student to specialize their skillsets. Collin offers two tracks that differ by one course Print - Design Communication II and Web - Web Design II. Brookhaven’s AAS offer’s three tracks: Communication Design (print), Interactive Media, and Web Design. Each track offers a selection of six (6) courses and requires five (5). Most courses are unique to the track.

The award differ begins with Collin’s AAS curriculum structure requiring ARTV 1371 Storyboard and Concept Development and FLMC 1331 Video Graphic and Visual Effects I to correlate with all Communication Design AAS. These are more fringe skill sets for graphic designers but are becoming much more crucial in the industry as it shifts towards dynamic content and motion graphics with the digital revolution. Additionally Collin requires ARTC 1325 Introduction to Computer Graphics. We find this course is essential in establishing a strong technical software base for all students. The assumption is students’ entering the program have little to no software background. Therefore a foundation course in software ensures student success as they move through the curriculum. More significantly it allows subsequent courses to focus on learning objectives unique to their courses verses introducing students to the computer and basic design principles. Because of these difference Brookhave is able to require upper-level skillset courses. Collin plans to re-introduce those and similar skillset courses through the addition of ESC awards. ARTC 2305 Digital Imaging II and ARTC 2340 Computer Illustration II are expected to part of the newly offered ESC.

DCCD Brookhaven offers two separate Certificates, Visual Communication (print) and Visual Communication – Web Design and Graphics. Where as Collin offers one Certificate Graphic Design – Print / Web tracks. Our certificates closely mirror the AAS permitting students to continue on towards AAS with minimal loss. Collin’s transition from certificate to the AAS only requires the students to complete the AAS common core and one additional Communication Design course. Where as with Brookhaven’s Certificates students would need to take as many as four additional areas of emphasis courses in addition to Brookhaven’s AAS common core.

Additionally Brookhaven’s Certificates are technically heavily lacking a balance of design prophecies. The certificates are missing essential design skillset required for entering the field of Graphic Design, example; course in Typography. Nor does Brookhaven’s Certificates require students to take a portfolio development. This places the students at a severe disadvantage when entering the graphic design industry.



2014-15 WORKFORCE PROGRAM REVIEW

Collin's Certificate when compared to Brookhaven's better prepares students to successfully enter the graphic design field and extend their education to an AAS or even on to a BFA because of its balanced approach and layering skillset structure.



2014-15 WORKFORCE PROGRAM REVIEW

DCCD Brookhaven AAS - Visual Communication	CR	Equiv	Collin College AAS - Graphic Design Print / Web Track	CR	Prof
ARTC 1302 Digital Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T
ARTC 1309 Basic Illustration	3	=	ARTS 1316 Drawing I	3	S
ARTC 1305 Basic Graphic Design	3	=	ARTC 1305 Basic Graphic Design	3	D
ARTC 1313 Digital Publishing I	3	=	ARTC 1313 Digital Publishing I	3	DT
ARTC 1317 Design Communication I	3	=	ARTC 1317 Design Communication I	3	D
ARTC 1353 Computer Illustration I	3	=	ARTC 1353 Computer Illustration I	3	T
ARTC 1359 Visual Design for New Media OR ARTC 1392 Special Topics in Design and Visual Communications	3	NO*	ARTC 1359 Visual Design for New Media	3	D
ARTS 1304 Survey of Art History OR	3	NR	ARTS 1304 Survey of Art History OR	3	H
ARTC 2311 History of Communication Graphics		=	ARTC 2311 History of Communication Graphics		H
ARTC 2335 Portfolio Development for Graphic Design OR ARTC 2380 Coop. Ed. -Commercial & Advertising Art	3	= NR	ARTC 2335 Portfolio Development for Graphic Design OR	3	DT
BUSI 1301 Introduction to Business	3	NR	BUSI 1301 Introduction to Business	/	/
Track A - Communication Design					
ARTC 2313 Digital Publishing II	3	NO		/	T
ARTC 2317 Typographic Design	3	=	ARTC 1327 Typography I	3	D
ARTC 2347 Design Communication II	3	=	ARTC 2347 Design Communication II	3	DT
ARTC 2305 Digital Imaging II	3	NR*	ARTC 2305 Digital Imaging II	3	T
ARTC 2333 Publication Design OR		NO	ARTC 2333 Publication Design OR	/	DT
ARTC 2340 Computer Illustration II		NR*	ARTC 2340 Computer Illustration II *		T
Track B - Interactive Media					
ARTV 1303 Basic Animation	3	NR	ARTV 1303 Basic Animation	/	T
IMED 1345 Interactive Digital Media I	3	NR	IMED 1345 Interactive Digital Media I	/	T
ARTV 1351 Digital Video	3	NR	ARTV 1351 Digital Video	/	T
ARTV 1345 3-D Modeling and Rendering I OR ARTV 2341 Advanced Digital Video	3	NR NR	ARTV 1345 3-D Modeling and Rendering I OR ARTV 2341 Advanced Digital Video	/	T T
IMED 2313 Project Analysis and Design	3	NO	IMED 2313 Project Analysis and Design	/	T
Track C - Web Design					
IMED 1316 Web Design I	3	=	IMED 1316 Web Design I	3	T
IMED 1345 Interactive Digital Media I	3	NR	IMED 1345 Interactive Digital Media I	/	T
ARTC 2317 Typographic Design	3	=	ARTC 1327 Typography	3	D
IMED 2315 Web Design II	3	=	IMED 2315 Web Design II	3	DT
ITSE 1301 Web Design Tools OR ARTC 2305 Digital Imaging II	3	NR NR*	ITSE 1301 Web Design Tools OR ARTC 2305 Digital Imaging II *	/	T T
NR= Course offered but Not Required NO= Not Offered nor Required			Additional Course Required by Collin's Certificate - Graphic Design		
			ARTS 1301 Art Appreciation	3	H
* Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to			ARTC 1325 Introduction to Computer Graphics	3	T



2014-15 WORKFORCE PROGRAM REVIEW

AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art	ARTC 1349 Art Direction I	3	D
	ARTV 1371 Storyboard and Concept Development	3	DT
	FLMC 1331 Video Graphics and Visual Effects I	3	DT

Table 6B-D



2014-15 WORKFORCE PROGRAM REVIEW

DCCD Brookhaven Certificate - Visual Communication	CR	Equiv	Collin College Certificate - Graphic Design Print / Web Track	CR	Prof		
ARTC 1302 Digital Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T		
ARTC 1309 Basic Illustration	3	=	ARTS 1316 Drawing I	3	T		
ARTC 1305 Basic Graphic Design OR	3	=	ARTC 1305 Basic Graphic Design	3	D		
ARTS 1311 2-D Design			ARTS 1311 2-D Design		S		
ARTC 1313 Digital Publishing I	3	=	ARTC 1313 Digital Publishing I	3	DT		
ARTC 1317 Design Communication I	3	=	ARTC 1317 Design Communication I	3	D		
ARTC 1353 Computer Illustration I	3	=	ARTC 1353 Computer Illustration	3	T		
ARTC 1359 Visual Design for New Media OR ARTC 1392 Special Topics in Design and Visual Communications	3	NO*	ARTC 1359 Visual Design for New Media	3	D		
ARTC 2311 History of Communication Graphics	3	=	ARTC 2311 History of Communication Graphics	3	H		
ARTC 2305 Digital Imaging II	3	NR*	ARTC 2305 Digital Imaging II	3	T		
IMED 1316 Web Design I	3	=	IMED 1316 Web Design I	3	T		
NR= Course offered but Not Required NO= Not Offered nor Required * Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			Additional Course Required by Collin's Certificate - Graphic Design				
			ARTC 1325 Introduction to Computer Graphics	3	T		
			ARTC 1327 Typography	3	D		
			ARTC 1349 Art Direction I	3	D		
			ARTC 2335 Portfolio Development	3	DT		
			ARTV 1371 Storyboard and Concept Development	3	DT		
			FLMC 1331 Video Graphics and Visual Effects I	3	DT		
			Print Track				
			ARTC 2347 Design Communication II	3	DT		
			Web Track				
IMED 2315 Web Design II	3	DT					

Table 6B-E



2014-15 WORKFORCE PROGRAM REVIEW

DCCD Brookhaven Certificate - Visual Communication – Web Design & Graphics	CR	Equiv	Collin College Certificate - Graphic Design Print / Web Track	CR	Prof
ARTC 1302 Digital Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T
ARTC 1309 Basic Illustration	3	=	ARTS 1316 Drawing I	3	S
ARTC 1305 Basic Graphic Design OR	3	=	ARTC 1305 Basic Graphic Design	3	D
ARTS 1311 2-D Design			ARTS 1311 2-D Design		S
ARTC 1317 Design Communication I	3	=	ARTC 1317 Design Communication I	3	D
ARTC 1353 Computer Illustration I	3	=	ARTC 1353 Computer Illustration I	3	T
IMED 1316 Web Design I	3	=	IMED 1316 Web Design I	3	T
IMED 1345 Interactive Digital Media I	3	NR	IMED 1345 Interactive Digital Media I	/	T
IMED 2313 Project Analysis and Design	3	NO		/	
IMED 2315 Web Design II	3	=	IMED 2315 Web Design II	3	DT
ITSE 1301 Web Design Tools	3	NR	ITSE 1301 Web Design Tools	/	T
<p>NR= Course offered but Not Required NO= Not Offered nor Required</p> <p>* Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015.</p> <p>D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art</p>			Additional Course Required by Collin's Certificate - Graphic Design		
			ARTC 1305 Basic Graphic Design	3	D
			ARTC 1325 Introduction to Computer Graphics	3	T
			ARTC 1327 Typography	3	D
			ARTC 1313 Digital Publishing I	3	DT
			ARTC 1349 Art Direction I	3	D
			ARTC 1353 Computer Illustration I	3	T
			ARTC 2311 History of Graphic Design	3	H
			ARTC 2335 Portfolio Development	3	DT
			ARTV 1371 Storyboard and Concept Development	3	DT
			FLMC 1331 Video Graphics and Visual Effects I	3	DT
			Print Track		
			ARTC 2347 Design Communication II	3	DT

Table 6B-F

2014-15 WORKFORCE PROGRAM REVIEW

- **UNT's BFA in Communication Design compared to Collin's AAS in Graphic Design Print / Web**

As noted earlier, outside of the Art Core Collin's AAS closely aligns with UNT's BFA with few exceptions.

Collin separates UNT's ADES 2515 Image Making and Color Theory into two courses. First, ARTC 1302 Digital Imaging course focuses pixel based utilizing the industry standard software Adobe Photoshop. And second, ARTC 1353 Computer Illustration I course focuses on vector image creation utilizing industry standard software Adobe Illustrator. Collin has chosen to separate ADES 2515 's learning objectives in into two separate courses due to their complexity and necessity to the graphic designer's job function.

Similarly UNT separated the learning objectives of Collin's ARTC 2335 Portfolio Development into two courses ADES 4525 Graphic Design Final Portfolio and ADES 4541 Portfolio Development. ADES 4525 focuses on refining student work while ADES 4541 focuses on execution of the portfolio presentation. We must achieve both of these objectives in ARTC 2335 Portfolio development due to the restricted credit hour allotment.

Due to the restricted credit limit we are unable to require students to repeat courses as UNT has with ADES 3545 Communication Design Studio. ADES 4515 Caused Based Design and ADES 2510 Typography II are two courses required by UNT but not by Collin. ADES 4515 Caused Based Design is a new trend in design curriculum. Its intensions are admirable but not essential to a graphic designer's job function. ADES 2510 Typography II builds off learning objectives established in ARTC 1327 Typography I.

Collin has chosen instead to require ARTV 1371 Storyboard and Concept Development and FLMC 1331 Video Graphics and Visual Effect I. These two courses reflect the industry shift to integration of dynamic content and motion graphics. Lastly, Collin offers a secondary level web design course IMED 2315 Web Design II as part of the Web track.



2014-15 WORKFORCE PROGRAM REVIEW

University of North Texas BFA - Communication Design	CR	Equiv.	Collin College AAS - Graphic Design Print / Web Track	CR	Prof
Art Core					
ART 1200 Art Appreciation	3	=	ARTS 1301 Art Appreciation	3	H
ART 1440 Design I	3	NR	ARTS 1311 2-D Design	/	S
ART 1450 Design II	3	NR	ARTS 2311 Advanced 2-D Design	/	S
ART 1500 Drawing I	3	=	ARTS 1316 Drawing I	3	S
ART 1510 Drawing II	3	NR	ARTS 1317 Drawing II	/	S
ART 2350 - Art History Survey I	3	NR	ARTS 1303 Art History I	/	H
ART 2360 - Art History Survey II	3	NR	ARTS 1304 Art History II	/	H
Communication Design Major					
ADES 1500 Introduction to Communication Design	3	=	ARTC 1305 Basic Graphic Design	3	D
ADES 1510 Typography I	3	=	ARTC 1327 Typography I	3	D
ADES 1540 Foundations for Communication Design	3	=	ARTC 1325 Introduction to Computer Graphics	3	T
ADES 2510 Typography II	3	NO		/	D
ADES 2515 Image Making and Color Theory	3	=	ARTC 1302 Digital Imaging I & ARTC 1353 Computer Illustration I	6	T T
ADES 2520 Graphic Design	3	=	ARTC 1317 Design Communication I	3	D
ADES 3500 Publication Design	3	=	ARTC 1313 Digital Publishing I	3	DT
ADES 3510 Interaction Design I	3	=	IMED 1316 Web Design I	3	T
ADES 3545 Communication Design Studio <i>- Repeated required totaling 6 credit hours</i>	6	=	ARTC 2347 Design Communication II	3	DT
ADES 4515 Cause-Based Design	3	NO		/	D
ADES 4520 Graphic Design Adv. Campaigns	3	=	ARTC 1349 Art Direction I	3	D
ADES 4525 Graphic Design Final Portfolio	3	=	ARTC 2335 Portfolio Development	3	DT
ADES 4541 Portfolio Development	3	=			
AEAH 4842 History of Communication Design	3	=	ARTC 2311 History of Graphic Design	3	H
3 hours of printmaking, painting, watercolor, ceramics, jewelry and metalsmithing, fibers, photography, or sculpture	3	NR	<i>Several ARTC & ARTS course could fulfill this requirement</i>	/	S
2 courses of Advanced Art History	6	NO			H
NR= Course offered but Not Required NO= Not Offered nor Required			Additional Course Required by Collin's AAS - Graphic Design		
* Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015.			ARTV 1371 Storyboard and Concept Development	3	DT
			FLMC 1331 Video Graphics and Visual Effects I	3	DT
D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			Web Track		
			IMED 2315 Web Design II	3	DT

6B-G

2014-15 WORKFORCE PROGRAM REVIEW

- **Texas A&M Commerce – Dallas’s BFA in Communication Design compare to Collin’s AAS in Graphic Design Print / Web**
As noted earlier, outside of the Art Core Collin’s AAS closely aligns with Texas A&M of Commerce’s BFA with few exceptions.

Collin separates Texas A&M’s ART 211 Introduction to Visual Communication into two courses; ARTC 1325 Introduction to Computer Graphics and ARTC 1305 Basic graphic Design. ART 211 has two distinctive learning objectives, introduction to software and introduction to design principles. At an entry-level integration of these two apposing objectives can impede the comprehension of the other. Therefore Collin’s ARTC 1325 focus on introduction of software and ARTC 1305 focused on introduction of design principles. This establishes a stronger foundation as students continue to build on these learning objectives.

Texas A&M requires upper-level ART 467 Design Communication III and ART Design Communications IV in addition to elective 9 credits.

With the remaining credits available Collin has chosen to require ARTC 1313 Digital Publishing, IMED 1316 Web Design I, IMED 2315 Web Design II, ARTV 1371 Storyboard and Concept Development and FLMC 1331 Video Graphics and Visual Effect I. These courses directly address industry essential skillsets and reflect the industry shift to integration dynamic content and motion graphics.



2014-15 WORKFORCE PROGRAM REVIEW

Texas A & M Commerce - Dallas BFA - Communication Design	CR	Equiv	Collin College AAS - Graphic Design Print / Web Track	CR	Prof
Art Core					
ART 110 Drawing I	3	=	ARTS 1316 Drawing I	3	S
ART 111 Two-Dimensional Design & Color Theory	3	NR	ARTS 1311 2-D Design	/	S
ART 140 Three-Dimensional Design & Color Theory	3	NR	ARTS 1312 3-D Design	/	S
PHO 112 Basic Photography I	3	NR	ARTS 2348 Digital Photography I OR 2356 Photography (darkroom)	/	S
ART 211 Introduction to Visual Communication	3	=	ARTC 1305 Basic Graphic Design & ARTC 1325 Introduction to Computer Graphics	6	D T
ART 213 Figure Drawing	3	NR	ARTS 2323 Figure Drawing I	/	T
Communication Design Major					
ART 300 Typography	4	=	ARTC 1327 Typography I	3	D
ART 309 Digital Imaging for Visual Communication	4	=	ARTC 1302 Digital Imaging I	3	T
ART 310 Electronic Media (vague description)	4	=	ARTC 1353 Computer Illustration I	3	T
ART 365 Design Communications I	4	=	ARTC 1317 Design Communication I	3	D
ART 466 Design Communications II	4	=	ARTC 2347 Design Communication II	3	DT
ART 472 Art Direction	4	=	ARTC 1349 Art Direction I	3	D
ART 475 Visual Communication Senior Studio	4	=	ARTC 2335 Portfolio Development	3	DT
ART 497 Special Topics	2	NO		3	?
ART 416 Advance Electronic Media	4	NR*	ARTC 2340 Computer Illustration II	/	T
ART 467 Design Communications III	4	NO		/	D
ART 468 Design Communications IV	4	NO		/	D
ART 1303 Global / US-History of Art I	3	NR	ARTC 1303 Art History I	/	H
ART 1304 Global / US-History of Art II	3	NR	ARTC 1304 Art History II	/	H
ART 407 Global / History Graphic Design	3	=	ARTC 2311 History of Graphic Design	3	H
Select 3 courses from the following: ART 311 Multimedia I, ART 312 Internet Development I, ART 313 Interactive Vector Graph & Animation, ART 411 Multimedia II, ART 412, Video in Visual Communication, ART 414 Motion Graphics, ART 458 Visual Communication Professional Practice, ART 462 Visual Communication Branding, ART 463 Advanced Typography, ART 464 Advanced Processes, ART 465 Letterpress, ART 473 Advance Art Concepts/Copywriting I, ART 474 Advance Art Concepts/Copywriting II, ART 495 Internship	12	NR	Several ARTC & ARTS course could fulfill this requirement	/	D/T/S
NR= Course offered but Not Required NO= Not Offered nor Required * Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			Additional Course Required by Collin's AAS - Graphic Design		
			ARTC 1313 Digital Publishing I	3	DT
			ARTV 1371 Storyboard and Concept Development	3	DT
			FLMC 1331 Video Graphics and Visual Effects I	3	DT
			IMED 1316 Web Design I	3	T
Web Track					
			IMED 2315 Web Design II	3	DT

2014-15 WORKFORCE PROGRAM REVIEW

- **Texas State University's BFA in Communication Design compare to Collin's AAS Graphic Design Print / Web**

As noted earlier, outside of the Art Core Collin's AAS closely aligns with Texas A&M of Commerce's BFA with few exceptions.

TSU requires portfolio admission. ARTC 2000 Admission Portfolio Review is used to document this requirement within their curriculum structure. The course has) credits associated with the requirement. Collin's graphic design awards are open admission. ARTC 4200 Senior Studio & Review course is a 2-credit requirement. The course is used to allot time for course work refinement. TSU additionally requires ARTC 3320 Typography II and 9 advance Communication Design electives credit hours.

With the remaining credits available Collin has chosen to require ARTC 1313 Digital Publishing, ARTC 1325 Introduction to Computer Graphics, ARTC 2340 Computer Illustration II, and FLMC 1331 Video Graphics and Visual Effect I. These courses directly address industry essential skillsets and reflect the industry shift to integration dynamic content and motion graphics.



2014-15 WORKFORCE PROGRAM REVIEW

Texas State University BFA - Communication Design	CR	Equiv	Collin College AAS - Graphic Design Print / Web Track	CR	Prof
Art Foundation					
ARTF 1301 2-D Design	3	NR	ARTS 1311 2-D Design	/	S
ARTF 1302 Basic Drawing	3	=	ARTS 1316 Drawing I	3	S
ARTF 1303 3-D Design	3	NR	ARTS 1312 3-D Design	/	S
Communication Design Major					
ARTC 1301 Introduction to Communication Design	3	=	ARTC 1305 Basic Graphic Design	3	D
ARTC 1302 Imaging I	3	=	ARTC 1302 Digital Imaging I	3	T
ARTC 2000 Admission Portfolio Review	0	NO		/	T
ARTC 2303 Typography	3	=	ARTC 1327 Typography I	3	D
ARTC 2304 Conceptual Strategies	3	=	ARTV 1371 Storyboard and Concept Development	3	DT
ARTC 3301 Art Direction I	3	=	ARTC 1349 Art Direction I	3	D
ARTC 3303 Trademark Design	3	=	ARTC 1317 Design Communication I	3	D
ARTC 3304 Branding Systems	3	=	ARTC 2347 Design Communication II	3	DT
ARTC 3307 Interactive Media	3	=	IMED 1316 Web Design I	3	T
ARTC 3316 Communication Design History Seminar	3	=	ARTC 2311 History of Graphic Design	3	H
ARTC 3320 Typography II	3	NO		/	D
ARTC 4200 Senior Studio & Review	2	NO		/	D
ARTC 4308 Interactive Media	3	=	IMED 2315 Web Design II	3	DT
ARTC 4315 Senior Portfolio	3	=	ARTC 2335 Portfolio Development	3	DT
3 - ARTC Advance Elective	9	NR		/	DT
ART, ARTC, ARTH, ARTS, ARTT Advance Elective	3	NR		/	/
4 - ARTS Electives 2321,2351,2361,2371,2391, 3376, 4308P	12	NR		/	S
NR= Course offered but Not Required NO= Not Offered nor Required			Additional Course Required by Collin's AAS - Graphic Design		
* Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			ARTS 1301 Art Appreciation	3	H
			ARTC 1313 Digital Publishing I	3	DT
			ARTC 1325 Introduction to Computer Graphics	3	T
			ARTC 1353 Computer Illustration II	3	T
			FLMC 1331 Video Graphics and Visual Effects I	3	T

- **6B-H**

2014-15 WORKFORCE PROGRAM REVIEW

- **University of Texas at Arlington’s BFA in Studio Arts – emphasis in Visual Communication compare to Collin’s AAS Graphic Design Print / Web**

As noted earlier, outside of the Art Core Collin’s AAS closely aligns with UTA’s BFA with few exceptions.

It is important to note UTA is not offering a specific BFA in Communication Design which is the industry and academic standard degree for the field of graphic design / communication design. This is concerning when students look for employment, masters or possible teaching opportunities.

UTA requires ART 3355 Advance Typography and ART 3356 Web Typography. These are the only two required field of concentration courses not offered or required by Collin. UTA requires additional 21 credit hours in the field of concentration, 7 additional courses. UTA lists 12 course options. Of the 12 course option all except ART 3357 Sustainable Design are either required by Collin’s AAS or available at Collin.

With the remaining credits available Collin has chosen to require ARTC 1305 Basic Graphic Design, ARTC 2311 History of Communication Design, ARTV 1371 Storyboard and Concept Development and FLMC 1331 Video Graphics and Visual Effect I. These courses directly address industry essential skillsets and reflect the industry shift to integration dynamic content and motion graphics.



2014-15 WORKFORCE PROGRAM REVIEW

The University of Texas at Arlington BFA - Studio Art with emphasis in Visual Communication**	CR	Equip	Collin College AAS - Graphic Design Print / Web Track	CR	Prof
Art Foundation (21 hours)					
ART 1305 2-D Design	3	NR	ARTS 1311 2-D Design	0	S
ART 1306 3-D Design	3	NR	ARTS 1312 3-D Design	/	S
ART 1307 Drawing Fundamentals	3	=	ARTS 1316 Drawing I	3	S
ART 2304 Digital Design	3	=	ARTC 1325 Introduction to Computer Graphics	/	T
2D Studio Course- <i>Select one</i> ART 2308 Drawing Concepts, ART 2317 Painting, ART 3343 Printmaking	3	NR	ARTS 1317 Drawing II ARTS 2316 Painting I ARTS 2333 Printmaking I	/	S S S
3D Studio Course – <i>Select one</i> ART 2342 Glassblowing, ART 3340 Kiln Formed Glass ART 3341 Sculpture, ART 3362 Clay I	3	NR	ARTS 2327 Sculpture ARTS 2346 Ceramics	/	S S S S
Media Studio – <i>Select one</i> ART 2354 Typography (required Vis. Comm. emphasis), ART 2358 Intro to Film/Video, ART 2359 Intro to Photography, ART 2360 Intro to Digital Photography, ART 3352 Digital Imaging	3	= NR NR NR =	ARTC 1327 Typography I ARTV 1351 Digital Video ARTS 2356 Photography (darkroom) ARTS 2348 Digital Photography I ARTC 1302 Digital Imaging I	3 3	D T S S T
ART History (12 hours)					
ART 1309		NR	ARTC 1303 Art History I	/	H
ART 1310		NR	ARTC 1304 Art History II	/	H
ART Advance Art History (3/4000 level)		NO		/	H
ART Advance Art History (3/4000 level)		NO		/	H
Visual Communication Concentration (39 hours required = 13 courses)					
– Required by concentration					
ART 2355 Layout	3	=	ARTC 1313 Digital Publishing I	3	DT
ART 3354 Sign & Symbol	3	=	ARTC 1317 Design Communication I	3	D
ART 3355 Advance Typography	3	NO		/	D
ART 3356 Web Typography	3	NO		/	D
ART 4355 Visual Identity Systems	3	=	ARTC 2347 Design Communication II	3	D
ART 4200 Professional Practices	2	=	ARTC 2335 Portfolio Development	3	DT
ART 4100 BFA Senior Exhibition	1				
– Listed under concentration / various options under degree					
					D



2014-15 WORKFORCE PROGRAM REVIEW

ART 3351 Illustration	3	=	ARTC 1353 Computer Illustration I	3	T
ART 3357 Sustainable Design	3	NO		/	D
ART 4357 Advertising Design	3	=	ARTC 1349 Art Direction	/	D
ART 4348 Interactive Design	3	=	IMED 2315 Web Design II	/	DT
ART 4366 Web Design	3	=	IMED 1316 Web Design I	/	T
ART 4392 Emerging Technology: Studio / Gaming	3	NR	ARTV 1345 3D Modeling & Rendering I - Maya	/	T
ART 4395 Internship	3	NR	GRAPH 1380 Cooperative Education /Graphic Design Internship	/	DT
ART 3343 Printmaking	3	NR	ARTS 2333 Printmaking I	/	S
ART 4345 Advance Printmaking	3	NR	ARTS 2334 Printmaking II	/	S
ART 3352 Digital Imaging	3	=	ARTC 1302 Digital Imaging I	3	T
ART 4318 Advance Digital Imaging	3	NR*	ARTC 2305 Digital Imaging II	/	T
ART 4367 2D Animation	3	NR	ARTV 2301 2D Animation I	/	T
Elective - ART	6	NR	<i>Several ARTS or ARTC will fulfill equivalency</i>		
NR= Course offered but Not Required NO= Not Offered nor Required			Additional Course Required by Collin's AAS - Graphic Design		
* Will be offered as part of ESC starting Fall 2016 and /or is being offered as a requirement to AAS and Certificates prior to 2015. D = Emphasize Design Proficiencies T = Emphasizes Technical Proficiencies H = Historic Foundations S = Studio Fine Art			ARTC 1305 Basic Graphic Design	3	D
			ARTC 2311 History of Graphic Design	3	H
			ARTV 1371 Storyboard and Concept Development	3	DT
			FLMC 1331 Video Graphics and Visual Effects I	3	DT

Table 6B-J



2014-15 WORKFORCE PROGRAM REVIEW

C. Make a case with the Advisory Minutes that the Advisory Committee has employers who are active members that are representative of Collin County employers.

The members of our Advisory Board represent a cross-section of the employers and professionals in Collin County and the Dallas/Ft.Worth Metroplex. The companies represented range in size from single independent contractors to employers of over 10,500 employees. The companies service local, national and/or international clients. All Board Members have extensive years of experience in their respective industries. Many members return from year to year to provide continuity of guidance. (see Table 6C.)

In the last two years FY2013 and FY2014, seven (7) to eight (8) members have made up the Communication Design Advisory Board, with very consistent membership. As the Department has expanded course offerings and added full-time faculty, the number of Advisory Board Members has also risen. This reflects the faculties' networking efforts.



2014-15 WORKFORCE PROGRAM REVIEW

Table 6C. Advisory Board Members and Employers

Advisory Board Employers	# Employees	Board Meeting Attended						Advisory Board MemberS
		FY09	FY10	FY11	FY12	FY13	FY14	
Gearbox Software	187	X		X				Trey Davenport, <i>Animation & Audio Producer</i>
Tom Lout and Company, Inc	12	X						Tom Lout, <i>Owner</i>
Rovillo + Reitmayer	5	X	X					Samantha Reitmayer, <i>Owner / Principal</i>
Post Asylum	35		X	X	X	X	X	Don Stokes, <i>President</i>
Fossil	10,500		X			X		Tim Hale, <i>Senior Vice President Design</i>
Reel FX Creative Studios	350				X			Kevin MacPhail, <i>Technical Director</i>
						X	X	Augusto Schillaci, <i>VFX Supervisor</i>
Element X Creative	30				X			Brad Hebert, <i>Producer</i>
							X	Chad Briggs, <i>Founder / Owner</i>
Freelance	NA				X	X	X	Ana Gonzalez, <i>Video Producer</i>
Utility Design Co.	NA				X	X	X	Ray Gallegos, <i>Founder/ Owner / Designer</i>
Creative 101	NA				X	X	X	Kristin Cobb, <i>Designer & Consultant</i>
Freelance	NA				X			Jeff Baker, <i>Photographer</i>
Platinum Star Productions	5+					X		Deidre Woodard, <i>CEO / Creative Director</i>
Match.com	250						X	Nic Climer, <i>Executive Creative Director</i>
Nerve Software	30						X	Shawn Spetch, <i>Environment Artist</i>



2014-15 WORKFORCE PROGRAM REVIEW

Curriculum recommendations are for FY09-FY14 made by the Communication Design Advisory Board are as follows:

- **FY14 Summary**

THECB's requirement for 60-credit hour AAS curriculum effective fall 2015 was presented to the Advisory Board. Curriculum changes for Animation, Commercial Photography, Digital Video and Graphic Design to bring each AAS down to the 60-credit hour requirement were reviewed and modifications recommended. Corresponding modifications were made to certificates to ensure correlation between awards. Recommendation to open Math/Science AAS requirement to all AAS Common Core Math/Science options was presented. Advisory Boards agreed on recommendations for presented and reviewed item.

FY14 Implementation

All Advisory Board recommendations were presented to CAB and approved. Math/Science AAS open option requirement applied 2014-2015 catalog. 60-credit hour AAS curriculum will be implemented in 2015-2016 catalog.

- **FY13 Summary**

Minor curriculum changes, involving replacement of WECM-terminated course and course sequencing to Animation and Graphic Design were presented to the Advisory Board. The addition of Digital Video MSAA was also presented. The Advisory Board recommended implementation of these changes and additions.

FY13 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2013-2014 catalog.

- **FY12 Summary**

Minor curriculum changes involving replacement of IMED2349 with IMED2359 (Graphic Design), prerequisites and course sequencing were made to 3D Animation, Commercial Photography, Digital Video and Graphic Design programs.

FY12 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2012-2013 catalog.



2014-15 WORKFORCE PROGRAM REVIEW

- FY11 Summary

Minor curriculum changes involving prerequisites and course sequencing were recommended to 3D Animation and Digital Video awards.

FY11 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2011-2012 catalog.

- FY10 Summary

Minor curriculum changes involving replacement of ARTC2313 with ARTC2347 (Graphic Design), prerequisites and course sequencing were made to 3D Animation, Commercial Photography and Graphic Design programs.

FY10 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2010-2011 catalog.

- FY09 Summary

A standalone Digital Video curriculum and awards were presented to the Advisory Board, along with moving web design related courses under the Graphic Design curriculum to create a 2nd Web Design track. Adding courses in photography, lighting and audio to Digital Video curriculum were presented. Prerequisite and course sequencing changes to 3D Animation, Commercial Photography and Graphic Design curriculum were also presented. The Advisory Board recommended all presented changes be applied.

FY09 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2009-2010 catalog.



2014-15 WORKFORCE PROGRAM REVIEW

D. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

The new 60 credit limited curriculum will streamline course offering and has eliminated courses that struggled with low enrollment.

E. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete “on time” if a student was enrolled full-time and followed the degree plan.

All required courses are offered calendar year to ensure students are given the opportunity to complete their award in a timely fashion.

F. Make a case with evidence that students are satisfied with the program.

Spring 2015 a sampling of students enrolled in the Communication Design program were surveyed. They were asked “*Do you feel the Communication Design program, its curriculum and staff have met this mission?*” All either Agreed or Strongly Agreed.

Based on the survey results and accompanying explanations students indicated they were satisfied with Communication Design Program and specifically the Graphic Design curriculum.

Example of student explanations:

“The program and its staff have consistently challenged me to do my best and have guided me to improving myself as an individual and a student. Each semester is an entirely new learning experience that helps me succeed each semester.”

“Teachers are extremely knowledgeable in their respectful fields also very helpful and willing to go above and beyond for each and every student.”

Students surveyed were enrolled in ARTV 2351 Digital Video, ARTC 2349 Art Direction II and ARTC 2335 Portfolio. These courses were selected because the enrolled students were verifiable as Communication Design majors majority of which were seeking awards in curriculum currently reviewed.

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

- **Student/Faculty Ratios**

Outside Criminal Justice FOS, Graphic Design has the highest consistent student to program faculty ratio. Considering that student to faculty ratio number is higher than IRO’s listing for Digital Video it is assumed the data is referencing Graphic Design unique majors verses all Communication Design program majors. The faculty ration is based number of full-time faculty members who taught program courses plus one-third of the part-time faculty members who taught program course. This ration does not reflect the student to 2 full-time Graphic Design discipline instructors. When compared to other programs being review at this time the Graphic Design discipline is under staffed by full-time faculty.

Graphic Design 500402									
Ratio of Students to Program Faculty									
FY2010		FY2011		FY2012		FY2013		FY2014	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
7.1	7.6	7.2	7.4	8.2	7.5	7.2	7.4	7.1	7.2

Table G-A

Currently, full-time faculty teaches less than 30% of Graphic Design discipline courses. The current ratio of part-time Communication Design faculty to full-time Communication Design faculty is 6.2 to 1. (These ratios exclude non-Workforces photography transfer, instructors.) Graphic Design curriculum based courses account for 60% of enrollments in the Communication Design program. However, only 25% of full-time staff falls under the Graphic Design discipline. Enrollments in these courses are up 36% since FY09 to FY14. Enrollment in Communication Design department as a whole is up 33% in that same timeframe.

Data provided by IRO dose not break contact hours down by award. Additionally it separates Photography put from the rest of the Communication Design program.

Contact Hours Taught FY2014 under the Communication Design Program (excluding Commercial Photography)					
	Full-Time		Part-Time		Total
	Number	%	Number	%	
Communication Design	30,048	42%	42,144	58%	72,192
Photography	10,032	37%	16,800	63%	26,832

Table G-B

- **Average Class Size**

Based on data provided by IRO it is difficult to determine the actual average class size associated with Graphic Design curriculum. Graphic Design awards are 2 of 8 awards offered by the Communication Design program. Because of the program's structure many courses are cross-required by the various awards. Additionally IRO pulled enrollment numbers based on Rubric category verses required by curriculum. Additionally their numbers include Common Core course ARTS1301 which is not unique to Graphic Design or the Communication Design program

The majority of Communication Design program courses, which include courses required by the Digital Video awards, have a limited class size of 18. This is based on available workstations. A few courses outside the lab classrooms have higher cap, on-line courses at 25 and Storyboard at 20. These account for approximately 9 sections a year. Based on course enrollment cap and minimal enrollment of 15 the average class size is between 15-18.

- **Grade Distributions and Retention Rate:**

When looking at grade distribution we were looked for consistent patterns. Overall retention rate was strong with only a few anomalies. Next we looked at success rate then passing rate. The following courses were of concern because they displayed a less than 78% success rate for 2-3 out of 4 years assessed. ARTC 1321, ARTC 2305, ARTS 2348, ARTV1211. These courses have been removed from the Graphic Design's AAS and Certificate under the new 60-credit curriculum. ARTC 1305 remains with a less than 78% success and passing rate for 3 out of 4 years. So does ARTC 1325 with all years capture reflecting a less than 78% success and passing rates. Both of these courses are open enrollment. Students do not have to demonstrate an aptitude prior to entrance. Both courses have high retention rates. Adjustments to the curriculum have been made to address these issues. Examples being change of some required texts and the addition of exercises. Additionally, instructors who have shown consistently low success rate have been re-assigned. We will continue to watch ARTC 1305 and ARTC 1325 and make changes to improve student success. ARTC 1316 and AAS Common Core courses lye outside the Communication Design department. This makes it difficult to address student success issues from a program level. We have opened up the Math/Science option, which Graphic Design student indicate is their weakest Common Core course. Students who do not find success in the Common Core courses are able to obtain a certificate instead. Regarding ARTC 1316 will remain a required course do to the skillset necessity upon entering the industry. Graphic Design major's transcripts do not indicate consistent lack of success in ARTC1316. The success rate presented is for all ARTC1316 enrollees. However, drawing exercises are being incorporated the newly required course ARTC1371 Storyboard and Concept Development. We hope this will improve our students' success in ARTC1316.



2014-15 WORKFORCE PROGRAM REVIEW

Course	Retention				Passing Rate				Success Rate				Action	
	FY14	FY13	FY12	FY11	FY14	FY13	FY12	FY11	FY14	FY13	FY12	FY11		
ARTC 1305 Basic Graphic Design	95.7	89.8	92.7	91.5	75.7	74.7	84.9	76.9	73.3	72.2	82.1	74.5	Open enrollment. No entrance criteria. Instructors who consistently had low success rate have been reassigned.	
ARTC 1325 Intro to Computer Graphics	95.6	93.2	91.9	95.1	76	69.5	71.8	76.9	73.6	65.8	68.6	72.8	Open enrollment. No entrance criteria. Instructors who consistently had low success rate have been reassigned.	
ARTC 1316 Drawing	90.4	87	90	90.4	76.6	72.5	77.1	80	71.2	67.5	73.8	77.6	Outside our department	
ARTC1321 Illustration Techniques	76.9	0	93.3	76.4	69.2	0	73.3	76.4	61.5	0	73.3	76.4	Removed from New 60 Credit degree plan	
ARTC 1327 Typography	94.4	97	94.2	88.8	77.7	85.2	85.7	88.8	74.9	82.3	85.7	88.8	Anomaly. Substitute instructor	
ARTC 1349 Art Direction I	93.3	96.8	77.1	93.5	84.4	93.7	71.4	90.3	84.4	90.6	71.4	90.3		
ARTC 1353 Computer Illustration I	92.4	92.0	96.1	98.3	87.0	92.0	92.3	86.3	85.4	88.0	91.0	86.3		
ARTC 2305 Digital Imaging II	61.5	87.8	87.5	90.9	53.8	72.7	81.2	81.9	53.8	60	78.1	72.7	Removed from New 60 Credit degree plan	
ARTC 2335 Portfolio Development	100	100	100	92.3	100	95.2	95.2	76.9	94.4	95.2	95.2	76.9	Anomaly	
ARTS 2348 Digital Photography	85.1	86.4	90.6	96.9	72.8	74.6	62.5	84.8	70	71.1	59.3	81.8	Removed from New 60 Credit degree plan	
ARTV 1303 Basic Animation	84.6	91.4	98.2	93.1	80.5	75.7	84.2	79.3	79.1	74.2	80.7	79.3	Removed from New 60 Credit degree plan	
ARTV 1211 Storyboard	94.2	88.9	93.4	90.5	86.6	75.9	77.1	75	82.8	72.7	69.2	69.5	Open enrollment. No entrance criteria. Instructors who consistently had low success rate have been reassigned. Removed from New 60 Credit degree plan	
ARTV 2301 2D Animation I	84.6	0	81.8	100	73.8	0	81.8	100	73.8	0	81.8	100	Removed from New 60 Credit degree plan	
ARTV 2330 2D Animation II	0	0	100	100	0	0	100	100	0	0	100	100	Removed from New 60 Credit degree plan	
IMED 1316 Web Design I	88.9	95.7	91.8	97.2	79.3	87.2	78.3	78.3	79.3	87.2	78.3	75.6	Anomaly	
ARTC 2347 Design Communication II	100	100	94	100	100	100	94	100	100	92	88	100		
ARTC 2349 Art Direction II	94	100	92	100	100	100	100	95	100	100	100	95		
IMED 2315 Web Design II	87.5	66.6	100	0	100	100	100	0	100	100	100	0		
COMMON CORE	ENGL 1301	93.1	92.3	92.6	93.1	74.9	73.5	74.2	74.6	70.6	68.6	69.8	70.2	Outside our division
	MATH 1332	92.2	92.8	87	88.7	75.8	74	70.9	71	65.3	66.1	64.1	64.2	Open course up to all 1300 and 1400 level Math/Science Common Core options
	ARTS 1301	93	93.6	92.8	92.2	80.4	78.8	79.1	77.8	74.6	74.3	74.2	72.3	Outside our division
	PSYC2301	95	94.4	93.2	93.1	75.1	77.9	76.4	75.9	66.4	70.8	68.7	68.4	Outside our division
	SPCH 1311	94.6	95.2	94	93.5	80.4	78.8	79.1	82	74.6	74.3	74.2	77.3	Outside our division

Anomaly single instance
Caution 2 instances
Concern 3 or more instance
Table G-C



2014-15 WORKFORCE PROGRAM REVIEW

- The department chair addresses the majority of student complaints. Complaints are few. None have reached the level of being considered formal. If a consistent pattern of concern does emerge it is addressed quickly.

Student satisfaction is typically gaged on-going basis through open dialogue both in and out of the classroom. Area of noted for improvement has been with the Web Design curriculum. This is a common struggle for Graphic Design majors as they are understandably more successful in aesthetics based courses. Currently we are seeking input from the Advisory Board as how best to this issue. A possible solution being the inclusion of a visual design based course covering web aesthetics and strategies as a conceptual bridge to the technological curriculum presented in IMED 1316 Web Design I.

7. HOW WELL DO WE COMMUNICATE AND WHO THINKS SO?

Make a case that the program literature and electronic sites are current, provide an accurate representation, and support the program's recruitment plan, retention plan and completion plan.

- The current URL for the Graphic Design program is in the Collin College Areas of Studies at: http://www.collin.edu/academics/programs/CommDesign_agdt.html.

It would be advantageous for our students to have a dedicated site through the school that would elaborate on the program keeping them informed on things of interest pertaining to the Graphic Design program. Our department is capable of maintaining this site.

- We provide a very complete handout (Communications Design Program Guide 2014-2015) that describes the Graphic Design program, the awards including Degree, Certificate and Marketable Skills. The handout lists the courses, suggests course order and lists software used in each. A great deal of effort is made in this document to help the students navigate their way through the awards programs.

Program Literature Review		Last Reviewed & Updated
Title	Type	
Communications Design Program Guide 2014-2015	Printed Handout and downloadable PDF	9/4/2014
Course Syllabi	Handed out on first day of class	1/21/2015
Collin College Areas of Studies Website	Checked each semester and correction /suggestions made to webmaster	1/15/2015
Student Reel	DVD / Movie files used in department display and at information sessions	Spring 2014
Promotion Posters	Used in department display and at information sessions	Spring 2011

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Make a case that the program enlists university/business and industry partnerships to advance the program outcomes; complete the Partnerships Resources Table below.

Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
Savannah College of Art & Design (SCAD)	Proposed articulation of workforce courses Current transfer agreement established through Fine Arts applies to Communication Design course	Under discussion
Texas A&M Commerce, Dallas	Proposed articulation of workforce courses Current transfer agreement established through Fine Arts applies to Communication Design course	Under discussion
Color Dynamic	Industry – provide student tours annually/bi-	



2014-15 WORKFORCE PROGRAM REVIEW

	annually	
Slingshot, LLC	Business & Industry Provide student tours and Advisory Board member	
Industry Giants & Big D Conference	Partnership	
Frisco Arts	Internship Opportunity, partnered with various Frisco Art projects	
Gearbox Software	Advisory Board member	
Tom Lout and Company, Inc	Advisory Board member	
Rovillo + Reitmayer	Advisory Board member	
Post Asylum	Advisory Board member	
Fossil	Advisory Board member	
Reel FX Creative Studios	Advisory Board member	
Element X Creative	Advisory Board member	
Utility Design Co.	Advisory Board member	
Creative 101	Advisory Board member	
Platinum Star Productions	Advisory Board member	
Match.com	Advisory Board member, Guest Speaker	
Nerve Software	Advisory Board member	

Ivie	Industry / Internships Opportunity	
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9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND WHO THINKS SO?

Make a case with evidence that current program facilities, equipment, maintenance and replacement plans are adequate and will advance the program over the next five years. Complete the Resource Tables below *as support for* your narrative.

Due to the constant technological changes in the Advertising / Graphic Design Industry we have an ongoing struggle to keep up with current standards. It is our responsibility to equip our students in the Workforce program with the latest methods in order that they are ready to enter the workplace as a valued asset. Besides keeping up on the latest technologies we need to give the students the advantage of the latest software and hardware. We strive to use the latest technology and hardware used by industry to ensure students success upon entering the field. With this in mind we need to constantly upgrade the technology and the equipment involved in this process.

- Points to consider:
- All rooms have visual presentation tools such as projectors and white boards to help explain visual concepts. In the Program Facilities table below are listed some rooms that utilize computers as part of curriculum assessment.
- At the present we have insufficient classroom facilities. Currently we are offering more sections than our designated Communication Design labs can accommodate. We have to use classrooms and non-department computer labs to fulfill course offerings. The non-department labs lack needed resources such as color printers, electronic drawing tablets, and software. The general use classrooms do not have computer access nor-set up for the form of instruction. Example ARTC 1321 Illustration Technique, ARTV 1211 Storyboard and ARTV 1371 Storyboard and Concept Develop curriculum is more akin to Drawing than English and should be in a Drawing style lab.
- The projectors used in the classrooms are not sufficient to show important concepts such as text quality and color representation in design projects. This is a basic part of what we are lecturing about.
- SCC H-232 has limiting Internet and inner connectivity issues. Connecting to Blackboard and the transferring of files from student to instructor are a constant problem.
- The age of the computers in the labs listed below is becoming an issue. These computers are required to have Adobe Creative Cloud software to meet graphics industry standards. As the demands of the software increase the age and ability of the computers become

more of an issue. Currently some of the computers are struggle to meet the software requirements and are consider inadequate. As a Workforce program should the facility need be appropriately maintained to prepares students for the respective industry.

Program Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
K-122 SCC Classroom	30'X27'	Computer	19 Computers, 3 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
K-130 SCC Classroom	33'X27'	Computer	19 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
K-129 SCC Classroom	25'X25'	Computer	18 Computers, 1 Printer and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
H-232 SCC Classroom	33'X27'	Computer	19 Computers, 2 Printers and 1 Scanner	N	N	Inadequate electrical and internet wiring. Replacement of computers, printers and scanners due to use and technology changes.
I-116 SCC Classroom	30'X27'	Lecture	Work Tables	N	N	Need computer access in addition to conventional drawing and designing surfaces.
L-205 PRC Classroom	30'X27'	Computer	18 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
L-203 PRC Classroom	27'X27'	Lecture	Work Tables	N	N	Need computer access in addition to conventional drawing and designing surfaces.
B-202 CYC Classroom	27'X27'	Computer	18 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.

Program Equipment, Maintenance/Repairs - List all equipment required by the program that you do not consider supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Digital Camera01	Yes	No	Changing Technology, Functionality and wear.
Digital Camera02	Yes	No	Changing Technology, Functionality and wear.
Digital Camera03	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera Lens	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera04	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera05	Yes	No	Changing Technology, Functionality and wear.
Intuos2 Graphics Tablet 9x12	Yes	No	Changing Technology, Functionality and wear.
Intuos2 Grip Pen 2D	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.

Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK01	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK02	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK03	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK04	Yes	No	Changing Technology, Functionality and wear.
Tripod 04	Yes	No	Changing Technology, Functionality and wear.
Tripod 05	Yes	No	Changing Technology, Functionality and wear.
Tripod 06	Yes	No	Changing Technology, Functionality and wear.
Tripod 07	Yes	No	Changing Technology, Functionality and wear.
Tripod 08	Yes	No	Changing Technology, Functionality and wear.
Tripod 09	Yes	No	Changing Technology, Functionality and wear.

10. WHAT DIFFERENCE WILL IT MAKE IF WE DON'T CONTINUE TO DO THE THINGS WE'VE BEEN DOING?

Discuss and analyze the intellectual and scholarly value of the program, its activities and functions, and the extent to which those activities are still appropriate.

If Collin ceases to maintain the Graphic Design awards and Communication Design program, Collin will fail to meet its mission, philosophy and purpose, and core values. It would no longer offer opportunities for individual growth in skillset, intellect, or career and underserve the community's economic growth.

The Collin's Communication Design program is able to offer AAS and Certificates in Graphic Design that fully and properly prepare individuals to enter the workforce as graphic designers, art directors, and production artists in a two-year process. No other area institution is able to do this. To maintain this standard the curriculum, software, hardware and facilities must continue evolve to meet industry standards

By doing this Collin will continue to meet its mission, philosophy, purpose and core values. Students will be able to develop skillsets that allow them to enter a career that provides financial security and stability. The process will allow them to developed new skillsets, strengthen their character and challenged their intellect. These individuals will meet the workforce needs of the surrounding area.

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

The discussion about change should be grounded in interpretation of the data used as the basis for analysis in the preceding sections. Issues in this section should have been discussed and referenced earlier in the program review report. There should be no surprises here! Reasons for targeted changes should be clearly linked to something such as a strategic plan, accreditation-identified issue, changing discipline standards, state initiatives, retention rates, transfer data, employer data, etc. For example, a program might have identified issues related to demand for a course and the program's ability to handle projected capacity as well as student performance in the course. The discussion of change about this issue should be framed in terms of program priorities as they related to college priorities and it should address how the intended changes will assist the program/college to move forward.

Use the Institutional and Unit Data and Resources to respond to the following questions:

A. Strengths: What strengths can this program build on in the near future?

The curriculum and its structure: The curriculum and its structure prepare students to enter the field successfully and is in-line with four-year institutions. Adding Enhanced Skill Certificate awards will build on the curriculum. Allow upper-level course to return that give students an advantage when entering the workforce.

B. Weaknesses: What program weaknesses must be addressed in the near future?

- a. Facilities: Currently there are not enough communication design labs/classrooms to meet our course offerings. This forces the program to under serves the students and limits its growth.
- b. Faculty: Having more full-time staff will help maintain curriculum standards. Better service student's needs including academic and career advising along with mentoring. Address the high full-time to part-time faculty ratio.
- c. Promotion: Currently the department faculty and staff are doing all it can to promote the department. However, it has been observed more needs to be done to create awareness in the community and the college regarding the Communication Design program and its awards.
- d. Accurate, clear data: Some assessments have been difficult to make due to data collection. Example Graphic design is a field that is largely self-employed. Data bases used to evaluate employment do not capture these individuals which in-turn misrepresents the employment levels. Declared majors are unverified making it difficult to determine the number of students who have completed or dropout much less intended to be seeking a specific award. Various measures lack description and collection sources making it difficult to apply the collected data to proposed questions. Additionally it makes it difficult to determine the accuracy of the data. Better methods need to be implemented to add clarity and ensure accuracy.

C. What are the perceived consequences if the weakness(es) is(are) not addressed?

- a. The Communication Program will not be able to grow to meet student or community needs if weaknesses a through c are not addressed.
- b. If data collection methods do not improve and become verifiable funding state and federal can be affected much less the standing of the program.

D. Threats and Opportunities: Describe any forecasted trends or changes in the following areas that may impact the way this program functions five to ten years from now:

The DFW area and specifically Collin County are seeing significant growth. As noted by Toyota head quarters moving to Collin County along with, State Farm development in northern Richardson. They are joining companies like Frito-Lay, AT&T and Pizza

Hut/ Yum who are planning expansions. Collin County Business Press sums up the opportunities coming to Collin County very well in their January 24, 2015 post.

“Consequently Collin County is a melting pot of cultures, educations, families and careers.

For the most part, people are coming to Collin County because they have a job here. They are following a company moving to this area, staying after coming for an education or they were hired by one of the numerous companies that continue to thrive in this “success” atmosphere.

Companies are moving here because of the educated workforce, excellent schools at every level of education, the availability of reasonable priced housing at all price levels and the availability of churches, shopping, arts and entertainment within Collin County.” - Collin County Business Press

<http://www.frtv.org/donations-support/partner/collin-county-business-press/>

With this substantial growth will come a substantial number of job opportunities including in the field of Advertising / Design. Collin College will be expected to meet these workforce demands and its Graphic Design curriculum is able to do that at a higher level than any other area two-year institution and more efficiently than four-year institutions.

Changes in technology have always directly affected the Advertising / Design industry. Currently the trend is toward digital media. Today digital media is not just websites and banner ads it is interactive displays, mobile apps, digital billboards and is ever expanding list of mediums. The Graphic Design curriculum will need to continue to evaluate if it is meeting emerging industry standards. Additionally classroom resources will need to reflect the technological shift in software and equipment. Such as interactive displays and 3D digital printers.

As a program Communication Design sees area growth and emerging technology as opportunities. However, without on going support and the ability to address department needs this can quickly become a threat to the program as a whole and the Graphic Design awards.

12. HOW WILL WE EVALUATE OUR SUCCESS?

This section of the Program Review Report should provide the framework for the action plan the program intends to use to measure progress with particular focus on the changes discussed in the preceding section. It should set measurable priorities, which clearly align with college metrics, particularly student learning outcomes. This discussion links back to intended change strategies and what those strategies are meant to accomplish and moves forward into the metrics and measurements, which will be used to determine the extent to which the change was successful. Inclusion of incremental steps and a timeline over the next four years will help to shape realistic goals. Complete the attached Continuous Improvement Plan (CIP) form that follows. This CIP will be implemented next academic year. Include the data summary and findings on which the improvement action is based.



2014-15 Continuous Improvement Plan (CIP)

Date: 10/9/2014 _____ Name of Administrative or Educational Support Unit: Communication Design / Graphic Design Program _____

Contact name: Laura Flores _____ Contact email: lflores@collin.edu ___ Contact phone: 972-578-5527 ___ Office Location: K241 _____

Mission:

The Graphic Design Program is committed to student success in the fields of advertising and graphic design. We accomplish this through emphasis on teaching traditional design principles, visual communication, creative innovation, critical thinking, technical skills, and professionalism.

PART I: Might not change from year to year

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
1. Students demonstrate proficiency in <u>application of design principles</u> in resolving visual communication problems.	ARTC 2335 Portfolio Development, Graphic Design PCO 1 Rubric 33.3% - Production of effective visual communication 33.3% - Demonstrate application of strong graphic judgment 33.3% - Demonstration of well-crafted executions Total = 99.9 % See attached for definition of 'Concept,' 'Communication,' Graphic Judgment,' and 'Craft.'	Passing >75 %
2. Students demonstrate proficiency in <u>concept development</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 2 Rubric 60% - Development of an original solutions to a given problem 40% - Execute effective application of concept Total = 100 %	Passing >75 %



2014-15 Continuous Improvement Plan (CIP)

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	ARTC 2335 Portfolio Development, Graphic Design POCA 3 Rubric Students will be measured based on industry technical standards for functionality of the given project(s). Fully Proficient = 100 % Mostly Proficient = 75 % Partially Proficient = 50 % Minimally Proficient = 25 % Non- Proficient = 0 % Total = 100 % See attached for definition of 'Functional.'	Passing >75 %
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 4 Rubric 33.3% - Development of aesthetic concept relative to given problem 33.3% - Application methodology used to achieve desire aesthetic 33.3% - Demonstration of well crafted execution of desired aesthetic Total = 99.9 %	Passing >75 %

Measure Definitions:

- Communication: Refers to the success of a design to express its intended message to designated audience.
- Graphic Judgment: Refers to design decisions made in selection and placement of visual elements.
- Craft: Refers to the quality of execution.
- Aesthetic Judgment: Refers to design decisions made in reference to the overall quality of appearance.
- Concept: Refers to the overall idea developed to solve a creative problem.

2014-15 Continuous Improvement Plan (CIP)

- **Functional:** In the medium of Print it refers to a projects' ability to meet technical specification required for execution in a commercial application such as off-set printing and product fabrication; and yield the designers' intended results. In the medium of Web it refers to a projects' ability to meet technical specification required for commercial application on the World Wide Web; and yield the designers' intended results.

PCO 1: Rubric					
	0 – Fail: Does Not Meet Basic Criteria	1- Below Average: Needs Significant Improvement to Meet Basic Criteria	2- Average: Need Some Improvement to Meet Basic Criteria	3- Above Average: Meets Basic Criteria	4- Excellent: Meets Basic Criteria and Demonstrates Complete Competency
Visual Communication					
Graphic Design Judgment					
Craftsmanship					
Total:					/12
					%

2014-15 Continuous Improvement Plan (CIP)

PCO 2: Rubric						
	0 - Fail: Does Not Meet Basic Criteria	25 - Below Average: Needs Significant Improvement to Meet Basic Criteria	50- Average: Need Some Improvement to Meet Basic Criteria	75- Above Average: Meets Basic Criteria	100- Excellent: Meets Basic Criteria and Demonstrates Complete Competency	
Concept Development						X 6
Application of Concept						X4
Total:						%

PCO 3: Rubric				
0% <i>Non-Functional</i>	25% <i>Minimally Functional</i>	50% <i>Partially Functional</i>	75% <i>Mostly Functional</i>	100% <i>Fully Functional</i>

2014-15 Continuous Improvement Plan (CIP)

PCO 4: Rubric					
	0 – Fail: Does Not Meet Basic Criteria	1- Below Average: Needs Significant Improvement to Meet Basic Criteria	2- Average: Need Some Improvement to Meet Basic Criteria	3- Above Average: Meets Basic Criteria	4- Excellent: Meets Basic Criteria and Demonstrates Complete Competency
Development of Aesthetic Concept					
Application					
Craftsmanship					
Total:					/12
					%

2014-15 Continuous Improvement Plan (CIP)

PART IA: FY2010-2011

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected	D. Results / Findings	E. Standard Met, Partially Met Or Not Met	F. Action Plan
1. Students demonstrate proficiency in <u>application of design principles</u> in resolving visual communication problems.	ARTC 2335 Portfolio Development, Graphic Design PCO 1 Rubric 33.3% - Production of effective visual communication 33.3% - Demonstrate application of strong graphic judgment 33.3% - Demonstration of well-crafted executions Total = 99.9 % See attached for definition of 'Concept,' 'Communication,' Graphic Judgment,' and 'Craft.'	Passing >75 %	Assessment Average: 81 Department has observed significant improvements to <u>application of design principles</u> since the standardization ARTC 1305 Basic Graphic Design curriculum and the inclusion of <u>Design Concepts and Application</u> textbook. When compared to previous assessment cycles.	Met	Continue with the implementation of standardized curriculum and textbooks for ARTC 1305 Basic Graphic Design. Observation of students' performance over additional semesters is needed to fully assess its success. It is anticipated that continued improvement will seen.
2. Students demonstrate proficiency in <u>concept development</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 2 Rubric 60% - Development of an original solutions to a given problem 40% - Execute effective application of concept Total = 100 %	Passing >75 %	Assessment Average: 82 Department has observed improvements in concept development are needed.	Met	Incorporate <u>A Smile in the Mind</u> textbook as part of the standard curriculum of ARTC 1305 Basic Graphic Design courses.

2014-15 Continuous Improvement Plan (CIP)

PART IA: FY2010-2011 cont.

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected	D. Results / Findings	E. Standard Met, Partially Met Or Not Met	F. Action Plan
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	ARTC 2335 Portfolio Development, Graphic Design POCA 3 Rubric Students will be measured based on industry technical standards for functionality of the given project(s). Fully Proficient = 100 % Mostly Proficient = 75 % Partially Proficient = 50 % Minimally Proficient = 25 % Non- Proficient = 0 % Total = 100 % See attached for definition of 'Functional.'	Passing >75 %	Assessment Average: 86 Department has observed the need for improvements in technical proficiency.	Met	Establish a stronger technical fundamentals base through the standardization of curriculum of ARTC 1325 Introduction to Computer Graphics. This will allow for augmented technical theory to be incorporated into upper level course such as ARTC 1302, ARTC 1353, ARTC 1313, ARTC 2305, ARTC 2340 and IMED 1316.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 4 Rubric 33.3% - Development of aesthetic concept relative to given problem 33.3% - Application methodology used to achieve desired aesthetic 33.3% - Demonstration of well crafted execution of desired aesthetic Total = 99.9 %	Passing >75 %	Assessment Average: 73 Department has observed a lack of stylistic application as part of a design solution.	Partially Met	Increase awareness of stylization applications in History of Communication Graphics and emphasize its applications in projects throughout the program's curriculum.



2014-15 Continuous Improvement Plan (CIP)

PART IA: FY2012-2013

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected	D. Results / Findings	E. Standard Met, Partially Met Or Not Met	F. Action Plan
<p>1. Students demonstrate proficiency in <u>application of design principles</u> in resolving visual communication problems.</p>	<p>ARTC 2335 Portfolio Development, Graphic Design</p> <p>PCO 1 Rubric 33.3% - Production of effective visual communication 33.3% - Demonstrate application of strong graphic judgment 33.3% - Demonstration of well-crafted executions</p> <p>Total = 99.9 %</p> <p>See attached for definition of 'Concept,' 'Communication,' 'Graphic Judgment,' and 'Craft.'</p>	<p>Passing >75 %</p>	<p>Assessment Average: 88</p> <p><u>Application of design principles</u> continues to improve over previous assessment cycle.</p> <p>Room for improvement remains.</p>	<p>Met</p>	<p>Incorporate ARTC 1317 Design Communication I as a intermediate tier design theory course to reinforces and expand on <u>aesthetic judgment</u> concepts.</p>



2014-15 Continuous Improvement Plan (CIP)

PART IA: FY2012-2013 cont.

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected	D. Results / Findings	E. Standard Met, Partially Met Or Not Met	F. Action Plan
2. Students demonstrate proficiency in <u>concept development</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 2 Rubric 60% - Development of an original solutions to a given problem 40% - Execute effective application of concept Total = 100 %	Passing >75 %	Assessment Average: 85 <u>Concept development</u> has shown some improvement over previous assessment cycle. Room for improvement remains.	Met	Incorporate ARTC 1317 Design Communication I as a intermediate tier design theory course to reinforces and expand on <u>concept development</u> concepts. Switch <u>A Smile in the Mind</u> textbook to <u>Design Humor</u> . Continue the inclusion of <u>Sketchnotes</u> in ARTC 1305 Basic Graphic Design.



2014-15 Continuous Improvement Plan (CIP)

PART IA: FY2012-2013 cont.

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected	D. Results / Findings	E. Standard Met, Partially Met Or Not Met	F. Action Plan
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	ARTC 2335 Portfolio Development, Graphic Design POCA 3 Rubric Students will be measured based on industry technical standards for functionality of the given project(s). Fully Proficient = 100 % Mostly Proficient = 75 % Partially Proficient = 50 % Minimally Proficient = 25 % Non- Proficient = 0 % Total = 100 % See attached for definition of 'Functional.'	Passing >75 %	Assessment Average: 95 <u>Technically proficiency</u> has shown significant improvement over previous assessment cycle. There remains room for improvement. THECB required AAS awards to reduce credit hour requirement to 60. That process required the program to no longer require upper technical proficiency courses for the AAS and Certificates. Maintaining a high level of technical proficiency is a concern.	Met	Offer Advance Skills Awards that reinforce upper level <u>technical proficiency</u> skills.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	ARTC 2335 Portfolio Development, Graphic Design PCO 4 Rubric 33.3% - Development of aesthetic concept relative to given problem 33.3% - Application methodology used to achieve desire aesthetic 33.3% - Demonstration of well crafted execution of desired aesthetic	Passing >75 %	Assessment Average: 83 <u>Aesthetic judgment</u> has shown significant improvement over previous assessment cycle. Room for improvement remains.	Met	Incorporate ARTC 1317 Design Communication I as a intermediate tier design theory course to reinforces and expand on <u>aesthetic judgment</u> concepts.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.



2014-15 Continuous Improvement Plan (CIP)

	Total = 99.9 %				
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PART II: FY2010-2011

From Part I

A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
1. Students demonstrate proficiency in <u>application of design principles</u> in resolving visual communication problems.	Inaugural year of new program assessment methodology.	<i>Raw data available in program office.</i>	Assessment Average: 81	Standard: Met Department has observed significant improvements to <u>application of design principles</u> since the standardization ARTC 1305 Basic Graphic Design curriculum and the inclusion of <u>Design Concepts and Application</u> textbook. When compared to previous assessment cycles.
2. Students demonstrate proficiency in <u>concept development</u> .	Inaugural year of new program assessment methodology.	<i>Raw data available in program office.</i>	Assessment Average: 82	Standard: Met Department has observed improvements in concept development are needed.



2014-15 Continuous Improvement Plan (CIP)

A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	Inaugural year of new program assessment methodology.	<i>Raw data available in program office.</i>	Assessment Average: 86	Standard: Met Department has observed the need for improvements in technical proficiency.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	Inaugural year of new program assessment methodology.	<i>Raw data available in program office.</i>	Assessment Average: 73	Standard: Met Department has observed a lack of stylistic application as part of a design solution.

PART II: FY2012-2013



A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
1. Students demonstrate proficiency in <u>application of design principles</u> in resolving visual communication problems.	Continue with the implementation of standardized curriculum and textbooks for ARTC 1305 Basic Graphic Design. Observation of students' performance over additional semesters is needed to fully assess	<i>Raw data available in program office.</i>	Assessment Average: 88	Standard: Met <u>Application of design principles</u> continues to improve over previous assessment cycle. Room for improvement remains.



2014-15 Continuous Improvement Plan (CIP)

A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
	its success. It is anticipated that continued improvement will seen.			
2. Students demonstrate proficiency in <u>concept development</u> .	Incorporate <u>A Smile in the Mind</u> textbook as part of the standard curriculum of ARTC 1305 Basic Graphic Design courses.	<i>Raw data available in program office.</i>	Assessment Average: 85	Standard: Met <u>Concept development</u> has shown some improvement over previous assessment cycle. Room for improvement remains,

PART II: FY2012-2013 cont.



A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	Establish a stronger technical fundamentals base through the standardization of curriculum of ARTC 1325 Introduction to Computer Graphics. This will allow for augmented technical theory to be incorporated into upper level course such as ARTC 1302, ARTC 1353, ARTC 1313, ARTC 2305, ARTC 2340 and IMED 1316.	<i>Raw data available in program office.</i>	Assessment Average: 95	Standard: Met <u>Technically proficiency</u> has shown significant improvement over previous assessment cycle. There remains room for improvement. THECB required AAS awards to reduce credit hour requirement to 60. That process required the program to no longer require upper technical proficiency courses for the AAS and Certificates. Maintaining a high level of technical proficiency is a concern.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	Increase awareness of stylization applications in History of Communication Graphics and emphasize its applications in projects throughout the program's curriculum.	<i>Raw data available in program office.</i>	Assessment Average: 83 <u>Aesthetic judgment</u> has shown significant improvement over previous assessment cycle. Room for improvement remains.	Standard: Met Department has observed a lack of stylistic application as part of a design solution.

PART III: FY2015-2016

A. Outcomes(s) Results expected in this department/program	F. Action Plan Year 1 of next cycle
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	Offer Advance Skills Awards that reinforce upper level <u>technical proficiency</u> skills.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	Incorporate ARTC 1317 Design Communication I as a intermediate tier design theory course to reinforces and expand on <u>aesthetic judgment</u> concepts.
3. Students demonstrate competency in <u>producing technically proficient design solutions</u> for professional projects.	Offer Advance Skills Awards that reinforce upper level <u>technical proficiency</u> skills.
4. Students demonstrate proficiency in application of <u>aesthetic judgment</u> .	Incorporate ARTC 1317 Design Communication I as a intermediate tier design theory course to reinforces and expand on <u>aesthetic judgment</u> concepts.

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Increase and retain enrollment | <input type="checkbox"/> Increase transfers to related baccalaureate institutions |
| <input checked="" type="checkbox"/> Increase completes | <input checked="" type="checkbox"/> Increase effectiveness and/or efficiency |
| <input checked="" type="checkbox"/> Develop resources | <input checked="" type="checkbox"/> Improve student performance levels |
| <input checked="" type="checkbox"/> Update facilities | <input checked="" type="checkbox"/> Expand services |
| <input checked="" type="checkbox"/> Expand curriculum opportunities | <input checked="" type="checkbox"/> Transform services |
| <input checked="" type="checkbox"/> Partner to increase post-graduation employment opportunities | <input type="checkbox"/> Anything else? Briefly describe
Enter response here. |

B. What additional resources beyond the program's base budget are needed to implement your Continuous Improvement Plan? Briefly describe what resources you will develop to secure these funds.

Additional resources are desired beyond the program's base budget to assist in fulfilling program improvement objectives. Working towards obtaining a Carol Perkins Grant and / or similar funding resources would help meet that need.

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports should be submitted for evaluation by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.



2014-15 WORKFORCE PROGRAM REVIEW

Appendix A: Graphic Design Curriculum FY 2013-2014

Collin College AAS - Graphic Design Print / Web Track	CR	Collin College Certificate - Graphic Design Print / Web Track	CR
Year 1, Semester 1		Year 1, Semester 1	
ARTS 1316 Drawing I	3	ARTS 1316 Drawing I	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
ARTV 1211 Storyboard	3	ARTV 1211 Storyboard	3
Year 1, Semester 2		ARTC 2311 History of Graphic Design	
ARTC 1302 Digital Imaging I		Year 1, Semester 2	
ARTC 1353 Computer Illustration I	3	ARTC 1302 Digital Imaging I	3
ARTV 1303 Basic Animation		ARTC 1353 Computer Illustration I	
IMED 1316 Web Design I	3	ARTV 1303 Basic Animation	3
Year 1, Semester 3		IMED 1316 Web Design I	
ARTC 1327 Typography	3	ARTC 1327 Typography	3
ARTC 1313 Digital Publishing I	3	ARTC 2349 Art Direction I	3
Print Track ARTC 2305 Digital Imaging II <u>OR</u> ARTC 2340 Computer Illustration II <u>OR</u> Web Track ARTV 2301 2D Animation I	3	Print Track ARTC 1313 Digital Publishing I <u>OR</u> Web Track ARTV 2301 2D Animation I	3
Year 2, Semester 1		Year 2, Semester 2	
ARTC 1349 Art Direction I	3	Print Track ARTC 2349 Art Direction II <u>OR</u> Web Track IMED 2315 Web Design II	3
ARTS 2348 Digital Photography	3	ARTC 2335 Portfolio Development	3
Print Track ARTC 1321 Illustration Techniques ARTC 2347 Design Communication II <u>OR</u> Web Track ARTV 1343 Digital Sound IMED 2315 Web Design II	3	TOTAL CREDIT HOURS	
Year 2, Semester 2		42	



2014-15 WORKFORCE PROGRAM REVIEW

ARTC 2349 Art Direction II	3
ARTC 2335 Portfolio Development	3
Elective: Several options offered	3
AAS Common Core	16
TOTAL CREDIT HOURS	72



2014-15 WORKFORCE PROGRAM REVIEW

Appendix B: Course Descriptions

ARTC 1302 Digital Imaging I

Digital imaging using raster image editing and/or image creation software: scanning, resolution, file formats, output devices, color systems, and image acquisitions.

Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTC 1305 Basic Graphic Design

Graphic design with emphasis on the visual communication process. Topics include basic terminology and graphic design principles. Lab required. 3 credit hours. (W)

ARTC 1313 Digital Publishing I

The fundamentals of using digital layout as a primary publishing tool and the basic concepts and terminology associated with typography and page layout. Lab included. Prerequisites: ARTC 1305 and ARTC 1325. 3 credit hours. (W)

ARTC 1317 Design Communication I

Course Description: Study of design development relating to graphic design terminology, tools and media, and layout and design concepts. Topics include integration of type, images and other design elements, and developing computer skills in industry standard computer programs. Lab required.

Prerequisites: ARTC 1305 and ARTC 1325. 3 credit hours. (W)

ARTC 1321 Illustration Techniques I

A study of illustration techniques in various media. Emphasis on creative interpretation and the discipline of draftsmanship for visual communication of ideas. Lab required.

Prerequisite: ARTS 1316. 3 credit hours. (W)

ARTC 1325 Introduction to Computer Graphics

A survey of computer design concepts, terminology, processes, and procedures. Topics include computer graphics hardware, electronic images, electronic publishing, vector-based graphics, and interactive multimedia. Lab required. 3 credit hours. (W)

ARTC 1327 Typography

A study of letterforms and typographic concepts as elements of graphic communication. Emphasis on developing a current, practical typographic knowledge based on industry standards. Lab required. Prerequisites: ARTC 1305 and ARTC 1325. 3 credit hours. (W)

ARTC 1349 Art Direction I

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. Lab required. Prerequisites: ARTC 1305 and ARTC 1325. 3 credit hours. (W)

ARTC 1353 Computer Illustration I

Use of the tools and transformation options of an industry-standard vector drawing program to create complex illustrations or drawings. Includes principles of layout and design and manipulation of text and graphics. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTC 2301 Illustration Techniques II

Advanced study of illustration media and techniques using digital and/or traditional tools. Emphasis on conceptualization and composition.

Lab required. Prerequisite: ARTC 1321 or consent of Department



2014-15 WORKFORCE PROGRAM REVIEW

Chair. 3 credit hours. (W)

ARTC 2305 Digital Imaging II-Photoshop

Principles of digital image processing and digital painting. Emphasis on raster-based imaging and the creative aspects of electronic illustration for commercial or fine art applications. Lab included. Prerequisite: ARTC 1302. 3 credit hours. (W)

ARTC 2311 History of Communication Graphics

Survey of the evolution of graphic arts in relation to the history of art. Includes formal, stylistic, social, political, economic, and historical aspects. Emphasis on art movements, schools of thought, individuals, and technology as they interrelate with graphic arts. 3 credit hours. (W)

ARTC 2335 Portfolio Development for Graphic Design

Preparation of a portfolio comprised of completed graphic design projects. Evaluation and demonstration of portfolio presentation methods based on the student's specific area of study. Lab required. Prerequisite: Consent of Department Chair. 3 credit hours. (W)

ARTC 2340 Computer Illustration II

Advanced use of software applications and/or various media with emphasis on output procedures, the resolution of complex design issues, and concept development. Lab required. Prerequisite: ARTC 1353. 3 credit hours. (W)

ARTC 2347 Design Communication II

An advanced study of the design process and art direction. Emphasis on form and content through the selection, creation, and integration of typographic, photographic, illustrative, and design elements. Lab required. Prerequisite: ARTC 1327. 3 credit hours. (W)

ARTC 2349 Art Direction II

Mastery of advanced art direction projects with emphasis on selected topics in advertising campaigns. Includes written, oral, and visual skills. Lab required. Prerequisite: ARTC 1349. 3 credit hours. (W)

ARTS 2348 Digital Photography I

This is a foundational digital photography course. It is a studio art course that explores the potential of the computer hardware and software medium for visual, conceptual, and practical uses in the visual arts. It includes camera operation and professional image workflow, composition, supplemental lighting and exposure control. Lab required. 3 credit hours. (A) Note: Students should expect additional supply costs.

ARTV 1211 Storyboard

Techniques of storyboarding including organizing a project's content and arranging it in a visual format. Lab required. 2 credit hours. (W)

ARTV 1303 Basic Animation

Examination of animation concepts, principles, and storyboard for basic production. Emphasizes creating movement and expression utilizing traditionally or digitally generated image sequences. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTV 1341 3-D Animation I

Intermediate level 3-D course introducing animation tools and techniques used to create movement. Emphasis on using the principles of animation. Lab required. Prerequisite: ARTV1345 or consent of Instructor. 3 credit hours. (W)



2014-15 WORKFORCE PROGRAM REVIEW

ARTV 1343 Digital Sound

Digitizing sound and incorporating it into video games, multimedia or web projects for various delivery systems. Emphasizes compression issues, sampling, synchronizing, and resource management. Lab required. 3 credit hours. (W)

ARTV 1371 Storyboard and Concept Development

Course Description: Storyboarding for film, video and animation. Visual concept development for linear and interactive media. Lab required. 3 credit hours. (W)

ARTV 2301 2-D Animation I

Skill development in the use of software to develop storyboards and two-dimensional animation including creating, importing, and sequencing media elements to create multimedia presentations. Emphasis on conceptualization, creativity, and visual aesthetics. Lab required. Prerequisite: ARTV 1303. 3 credit hours. (W)

ARTV 2330 2-D Animation II

Advanced study of technical aspects of animation. Emphasizes

aesthetic design, storytelling and completion of an animation project. Includes application of advanced skills and knowledge. Lab required. Prerequisite: ARTV 2301. 3 credit hours. (W)

FLMC 1331 Video Graphics and Visual Effects I

A course in the applications of computers for video production. Design of computer graphic workstations and development of a rationale for selecting software, hardware, and peripherals. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

IMED 1316 Web Design I

Instruction in web design and related graphic design issues including mark-up languages, web sites and browsers. Lab required. Prerequisite: ARTC 1325 or consent of Instructor. 3 credit hours. (W)

IMED 2315 Web Design II

A study of mark-up language advanced layout techniques for creating web pages. Emphasis on identifying the target audience and producing websites according to accessibility standards, cultural appearance, and legal issues. Lab required. Prerequisite: IMED 1316. 3 credit hours. (W)