Graphic Design

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Graphic Design
Program Cycle: #3 8/1/14   to 7/31/15

1 Program Summary Jim Lane

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Graphic Design [PDF 711 KB 9/2/14]

HandbookProgramReviewFall2014 [PDF 2,136 KB 9/2/14]

1.1 Degree Offerings AAS - Graphic Design

Associated of Applied Sciences - Graphic Design

1.2 Certificate Offerings

Not Applicable

2 Program Resources

3 Reflection on Institutional Data

Overview:
JCCCs Associate of Applied Sciences in Graphic Design is a career program that encompasses the thoughts and ideas of a global worldview and the ability to solve problems and think critically while meeting the rigorous standards set by the graphic design profession. The graphic design field is highly competitive, and the demand for artists with above-average talents and graphic art skills is great. Because demonstrated ability is crucial for obtaining a position and advancing within the field of graphic design, JCCC has structured its 68 credit-hour Graphic Design AAS program to help you develop a comprehensive portfolio. Critique of your work within that portfolio occurs each semester by dedicated, experienced, and passionate program faculty, as well as a team of industry professionals. The goal is to help you develop skills in creative problem solving and in the use of materials, processes, tools, and equipment. The program provides state-of-the-art studios and computer equipment in support of this goal.
The learning environment of the JCCC Graphic Design Program is welcoming. Creativity and innovation abound. Rigor is fused with ambition. Peers elevate and challenge your thinking. JCCC provides this educational approach which results in an important investment in your future without burdening you with massive debt. The cost of a JCCC graphic design education is a fraction of the cost of comparable four-year institutions, for profit educational businesses and art colleges. And when asked about JCCC graduates, professionals in the Kansas City industry will tell you that JCCC students are comparably or better prepared for the design and advertising market than those students who complete four-year degrees.
Additional information available at www.jccc.edu/graphicdesign and is an excellent place to gain detailed information about the program. Here you can learn about graphic design courses, recommended education tracks, application procedures, preregistration for graphic design students, contact information, and much, much more.

Reflection of Presented Data:
Enrollment remains strong in an industry that is large and strong in the Kansas City Metropolitan area. The program does not have selective admissions and class sizes are capped at 18 due to the size of the studios and best practices of studio art instruction.
-While the total student enrollment dipped slightly over the past few years from 942 students in AY 2011-12 to 910 students in AY 2013-14, the number of graduates has continued to be 30 or more each May.
-We are currently advising and tracking about 150 students who are actively progressing thru the

degree sequence. Almost half of these are 25 or older and have accumulated college credit or have a degree already

-The attrition rate for the foundational level of first year classes averages about 9% and that number drops significantly in the second year of the program to less than 3%.

-While the data does not reflect it, we are aware that some of our students are being offered jobs before they complete the degree. This is due to free-lance or internship work they have completed while still taking classes.

-Because fewer than 25 credit hours from the GDES catalog transfers to other four years schools, it was not a shock to see that four or fewer students have transferred.

-The consensus opinion is that the graduates working in a related field is a low percentage. Social media, alumni functions and industry ties would indicate a higher percentage. We will work with IR to collect better data in this category.

-It is understood and no big shock that the GDES cost per credit hour number is high. The $237.00 in 2013-2014 is expected due to the large amount of technology required, the ILL schedule type and studio format of classes with an 18 capacity. Small measures can be implemented to reduce this cost per credit hour, but your still at the mercy of the software and hardware upgrades, and the need to stay current with industry standards.

4 Student Success

4.1 Define Student Success

The GDES Program defines student success in the following ways:

Knowledge:

Design - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

Communications and Media - Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Computers and Electronics - Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Fine Arts - Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

Skills:

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Operations Analysis - Analyzing needs and product requirements to create a design.

Speaking - Talking to others to convey information effectively.

Writing - Communicating effectively in writing as appropriate for the needs of the audience.

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Abilities:

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Written Comprehension - The ability to read and understand information and ideas presented in writing.

Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Near Vision - The ability to see details at close range (within a few feet of the observer).

Written Expression - The ability to communicate information and ideas in writing so others will understand.

Occupation Specific Tasks:

Create designs, concepts, and sample layouts based on knowledge of layout principles and aesthetic design concepts.
Determine size and arrangement of illustrative material and copy, and select style and size of type.
Confer with clients to discuss and determine layout design.
Develop graphics and layouts for product illustrations, company logos, and Internet websites.
Review final layouts and suggest improvements as needed.
Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes.
Use computer software to generate new images.
Key information into computer equipment to create layouts for client or supervisor.
Maintain archive of images, photos, or previous work products.
Prepare notes and instructions for workers who assemble and prepare final layouts for printing.
Draw and print charts, graphs, illustrations, and other artwork, using computer.
Study illustrations and photographs to plan presentation of materials, products, or services.
Research new software or design concepts.
Mark up, paste, and assemble final layouts to prepare layouts for printer.
Produce still and animated graphics for on-air and taped portions of television news broadcasts, using electronic video equipment.
Photograph layouts, using camera, to make layout prints for supervisors or clients.
Develop negatives and prints to produce layout photographs, using negative and print developing equipment and tools.

Generalized Work Activities:

Thinking Creatively - Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
Interacting With Computers - Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
Getting Information - Observing, receiving, and otherwise obtaining information from all relevant sources.
Making Decisions and Solving Problems - Analyzing information and evaluating results to choose the best solution and solve problems.
Communicating with Persons Outside Organization - Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

Detailed Work Activities:

Collaborate with others to develop or refine designs.
Confer with clients to determine needs.
Create computer-generated graphics or animation.
Design layout of art or product exhibits, displays, or promotional materials.
Design layouts for print publications.
Draw detailed or technical illustrations.
Maintain records, documents, or other files.
Operate still or video cameras or related equipment.
Research new technologies.
Review art or design materials.

4.2 Achieve/Promote Student Success

The GDES Program at JCCC Promotes Student Success with the following experiences, opportunities and collaborations:

-AAF and AIGA Awards - Students are annually invited and urged to present their assignments for regional and national recognition.
-Senior Recruitment Show - This is a late spring event where graduating students present their completed portfolios to industry professionals. The past several years this has been conducted at the World War I Museum conference space and has been attended by hundreds of professionals, family and friends.
-Program Portfolio Review Each Fall Semester presented by the Graphic Design Club
-End of Semester Portfolio Review Several courses conduct portfolio reviews by industry guests at the conclusion of each semester, including GDES 130 and GDES 13, Drawing and Media Methods I and II.
-Honors Courses
-GDES Group Forum
-GDES Facebook page
-Presentations by Graphic Design, Marketing and Advertising Professionals in GDES 120 - Introduction To Graphic Design.
-Presentations by selected industry professionals in courses offered by program
-Service Learning Projects provided throughout the 5 semester sequence of courses.
-Paid Internships for selected students at professional firms across the metropolitan area.
-Multitudes of free-lance experiences for students as they become available from community requests to the faculty, the career development center and the Dean's office.
-Ultimately, the best measure of student success in this program is employment in the industry once the sequence of courses has been completed.

4.3 Successful Transfer

As a Perkins funded Career Training Program at JCCC there are a minimum of courses that transfer to other institutions. The AAS in Graphic Design has a 68 credit hour degree requirement with only 15 - 25 that will successfully transfer as part of bachelors degree at another post-secondary institution. These include the 16 credit hours of JCCC Gen-Ed requirements and the following foundational level art courses: Design 2D, Design 3D and Design Color.

5 Assessment of Student Learning Outcomes

There are twenty courses in the GDES catalog with multiple sections of all being offered in each academic year. There is a maximum of 18 seats in each course with the exception of GDES 120 - Intro to Graphic Design, which has a capacity of 24.

GDES Assessment and Curriculum Chart [XLSX 52 KB 11/28/14]

5.1 Reflection on table provided on assessment.

The GDES Program has not begun the formal AQIP process of Outcomes Assessment. Honestly, the priority has been in continuing the regular assessment of student outcomes that the program has always practiced. In accordance with the long-term goal outlined later in this review, the faculty will begin the additional outcomes assessment as prescribed by the Outcomes Assessment Office here at JCCC. The following examples are provided as reference to current assessment practices within the program/department:

a) Typography (evaluation for each project)
1. Background Research and Visual Documentation
2. Thumbnails (Visual Ideation Expression)
a. Minimum of 20-30 unique ideas per project
3. Rough Concepts
a. (3-5 per project)
4. Final Project Evaluated On
a. Conceptual Development
b. Formal Qualities of Design
c. Meeting Project Specific Requirements
d. Craftsmanship
e. Studio Performance: work ethic, participation during class discussions and critiques.

b) Communication Systems (evaluation on the following)

1. Research and Visual Documentation: A Per Decade Survey of Brand Identity from Industrial Revolution to the Present.
 Evaluated on Quality and Detail of Visual Research 11 Presentations throughout the semester.
2. Development of Business Concepts for Brand Development
(3-5 Ideas Required)
Selection of one idea for further development, including:
1. Development of Detailed Design Brief
2. Development Detailed Business Plan, including but not limited to:
a. Demographic/Audience
b. Location
c. Media Strategy
3. Development of Mission and Vision Statements
4. Visual Identity/Brand, including but not limited to:
a. Letterhead, Business Card, Envelope
b. Storefront Signage applied to appropriate architecture
c. Advertising: Magazine, Billboards, Social Media
d. Photo Styling that maintains brand identity
e. App Icon and functionality, including but not limited to:
 Appearance on smart phone screen
 Landing page
 Menu
 Indication of menu function through design of pages and sequence.
4. Final Project Evaluated On
a. Conceptual Development
b. Formal Qualities of Design
c. Meeting Project Specific Requirements
d. Craftsmanship
e. Form and function
e. Studio Performance: work ethic, participation during class discussions

5.2 Significant Assessment Findings

No significant cumulative Assessment findings can be provided without measurable data. No Gen-Ed courses exist within the catalog or GDES courses. Outcomes assessment is being outlined as a priority short term goal in section 8, along with the re-evaluation and revisions to all relevant curriculum. Any significant findings will be provided in the next review cycle.

5.3 Ongoing Assessment Plans

6 Curriculum Reflection

The following is the prescribed sequence of courses to attain the degree of Associates of Applied Sciences in Graphic Design. Each course after the Introduction to Graphic Design Course is a studio course and is used to build skills for the next semester of courses within the sequence. The majority of courses are scheduled for one six hour class meeting a week to maximize the studio experience and one to one student teacher interaction. The evening courses meet twice a week for three hours at a time. Each course is kept up to date and relevant thru regular updates to software and hardware as well as being taught by full time and adjunct who also work regularly in the Graphic Design industry. Additional skills not achieved in the classroom are attained thru extracurricular opportunities provided regularly to students in the program. These opportunities are arranged thru a close working relationship with the GDES Advisory Board.

(Course Prefix and Number, Course Title, Credit Hours, Prerequisite and/or Co-requisite requirements)
GDES 120 Introduction to Graphic Design 3 Cr.
CDTP 145 Desktop Illustration I: Illustrator 1 Cr.
ART 124 Design 2D 3 Cr. (CDTP 145, co-requisite/prerequisite)
CDTP 135 Desktop Photo Manipulation I: Photoshop 1 Cr.
CDTP 140 Desktop Publishing I: InDesign 1 Cr.
GDES 140 Technical Processes 3 Cr. (CDTP 145, CDTP 135, CDTP 140)

ART 129 Design Color 3 Cr. (CDTP 135, co-requisite/prerequisite)
ART 127 Design 3D 3 Cr. (ART 124)
GDES 132 Typography 3 Cr. (ART 124, GDES 120, CDTP 145, CDTP 135, CDTP 140)
GDES 130 Drawing & Media Methods 1 3 Cr. (ART 124, GDES 120, CDTP 145, CDTP 135, CDTP 140)
GDES 131 Drawing & Media Methods 2 3 Cr. (GDES 130)
GDES 134 Layout Design (S) 3 Cr. (GDES 132)
GDES 230 Drawing & Media Methods 3 (F) 3 Cr. (GDES 131, GDES 132, GDES 134)
GDES 231 Advanced Typography (F) 3 Cr. (GDES 134,)
GDES 235 Production methods (F) 3 Cr. (GDES 134, GDES 140)
GDES 236 Electronic Production 3 Cr. (GDES 230, GDES 231, GDES 235)
GDES 244 Communication Systems (S) 3 Cr. (GDES 230, GDES 231, GDES 235)
GDES 245 Advanced Design Practice (S) 3 Cr. (GDES 230, GDES 231, GDES 235)
GDES 272 Professional Preparation 3 Cr. (GDES 230, GDES 231, GDES 235)

--General Education requirements--
ENG 121 Composition I 3 Cr.
Humanities/Arts Elective 6 Cr.
Econ/Social Science Elective 3 Cr.
Science/Math Elective 3 Cr.
Health/Physical Education Elective 1 Cr.
Technical/Studio Electives 1 Cr.

(F) Course offered in Fall semester only
(S) Course offered in Spring semester only

6.1 Honors Contract(s)

There are three Graphic Design courses with honors contracts attached.
They include:
GDES 131 - Drawing and Media Methods I
GDES 132 - Typography
GDES 231 - Advanced Typography

6.2 New Course Offerings

In the past three years there have been no new course offerings within the Graphic Design catalog. In fact, PHOT 120 - Fundamentals of Photography was unfortunately cut from the degree requirements due to new Kansas Board of Regents restrictions on the AAS degree. It is still highly recommended to our students for success in the industry.

7 Faculty Success

7.1 Departmental Accomplishments

The Graphic Design Department measures it's accomplishments and is most proud of it's success in placing students in jobs within the industry. While the data provided shows an annual average of about 65% job placement, this doesn't take into account those alumni who are free-lancing out of their home successfully, those who received employment before actually completing the AAS degree, or those that just didn't respond to the survey. Our own alumni database suggests an employment rate closer to 80%. Future program reviews and data collection will hopefully reflect this better in the IR data.

7.2 Faculty Accomplishments

NANCY SCHNEIDER-WILSON

Presentations / Honors + Awards:
-JCCC Career Development Center Advisory Committee Presentation, Fall 2014
Presentation explaining the Graphic Design Program.

-Nominee for BNSF Railway Faculty Achievement Award, Developed a specialized portfolio for submission, 2014
-Dutch Exchange Program Participant, Fall 2011 and Spring 2012
Completed a two-week professional and cultural exchange with a paired faculty member from Breda, Netherlands. Fall semester, hosted exchange partner, and during spring semester traveled to hosts home. I met with graphic design faculty from St Joost University, Utrecht School of the Arts, and Sint Lucas Art Academy discussing teaching pedagogy and design curriculum. I also visited several museums in the Netherlands and Belgium.
-Sabbatical Granted, Fall 2011
Completed branding materials for recruiting JCCC Graphic Design students. Includes a recruitment catalogue (print and digital), YouTube videos of alumni profiles, department Facebook portal, and digital student work gallery for the JCCC Graphic Design website. Also discussed design curriculum with faculty from Carnegie Mellon University, Ringling College of Art + Design, American University, Maryland Institute College of Art, University of Colorado, Herb Lubalin Study Center for Design & Typography at Cooper Union School of Art.
-Professional Activities/Committee Work:
--Graduating Showcase Advisor/Founder
--JCCC Graphic Design Program - 2000-Present
--Graphic Design Club Faculty Sponsor - 2000-Present
--Graphic Design Club Portfolio Day Coordinator - JCCC Graphic Design Club 2012-Present

-Workshop: Pop-Up Cards, 2013
Coordinator with the Graphic Design Club to bring in Three-Dimensional designer for a greeting card workshop. Funding helped raise money for the Graphic Design Club for the Graduating Showcase.
-Kansas Art Education Association, Visual Arts Career Fair & Fall Conference, 2013
Volunteered to represent and recruit the JCCC Graphic Design Program to area art education professionals (K-12) and museum professionals.
-Strengths Educator for Higher Education Training Workshop, 2013
Organizational Development offering, designed to identify and better understand natural strengths. This workshop will help me serve incoming Graphic Design majors in improving learning and communication skills.
-Fundraising Lecture: Passion Driven Design, 2012
Conceived, coordinated, and implemented the JCCC Graphic Design event with guest speakers Anthony Magliano and Brandon Wilson. Proceeds went to the Graphic Design Club for the Graduating Showcase. Poster won a student ADDY award in 2013.

--Freelance Design:
-Blingon Bikinis Brand Refresh, Fort Lee, New Jersey
Designed web branding for a refresh.
-Fairmont Circle Dentistry, Cleveland Heights, Ohio
Designed branding for business system, advertising and signage.
-Schneider & Kraus, PLLC, Concord, North Carolina
Designed branding for business system, advertising and signage for law practice.
-Fancaster, Inc., Fort Lee, New Jersey
Design business plan for investors and various promotional materials. Ongoing.

--Professional Affiliations:
American Institute of Graphic Arts
American Advertising Federation
KNEA/NEA

STEPHANIE SABATO

-2013-2014 College Scholar - Presentation of Research / Outcome - Fulbright Scholar-Morocco

TERRI ERICKSON-HARPER

-Tactile Turkey, Educator Workshop: Sept. 2014 - University of Kansas Lied Center Caravanserai project, Johnson County Community College and Arts Midwest grant. www.caravanserai-arts.org Prepared and presented a lecture and slideshow titled: Patterns of Turkey: Form, Structure and Meaning. Researched educational resources related to subject and designed Interactive PDF offered to workshop attendees.
-Caravan to the Mystic East April 2014
Event coordinated in collaboration with Johnson County Community College, Carlsen Center Arts Education programming and University of Kansas featuring Aysenur Kolivar, Caravanserai Music Residency scholar for Spring 2014 and JCCC College Scholar, Stephanie Nuria Sabato. Designed program providing research resources compiled for presentation on Turkish Islamic arts, Patterns of Turkey: Form, Structure and Meaning.
-Noon at the Nerman April 2014 - Presentation on Vortex by Barbara Cooper
-STRENGTHS Educator for Higher Education November 2013.
-AIGA: American Institute of Graphic Artists, Active Member
-AIGA A9 Awards Gala: Sept 2014, Attending as representative of GDES program.

JILL COPPESS

 Travel: Conference- Typo Conference 2013 San Francisco, CA
 Epicenter Conference: 2012, 2013
 AIGA (American Institute for the Graphic Arts) Lectures and Events
 AAF American Advertising Federation (Lectures and Events)

7.3 Innovative Research, Teaching or Community Service

NANCY SCHNEIDER-WILSON

-Community Classroom Service:
Taught students in Advanced Typography class to design, develop and present a group project campaign for the non-profit group Great Plans SPCA and Front Porch Alliance. As part of the process, students were invited on a tour of the facilities. Finished work will been published in various Kansas City publications, their website, e-mail blasts and other various print and social media platforms, 2014

-Taught students in Advanced Typography class to design, develop and present a group project campaign for the non-profit group the Kansas City Jazz Orchestra. As part of the process, students were invited on a tour and performance of the K.C. Jazz Orchestra at the Kauffman Center. Finished work has been published in various Kansas City publications, their website, e-mail blasts and billboards, 2013.

-Taught students in Advanced Typography class to design, develop and present a group project campaign for the non-profit group, Community Housing of Wyandotte County. The deliverables included their annual report, economic impact report, invitation to their annual fundraising event, and promotion for Epic Art Center, 2012.

-Supervised students in design, developing and presenting a group project campaign geared for high school students (2010) and grade school students (2009) during Sexual Awareness Month for (MOCSA) Metropolitan Organization to Counter Sexual Assault, 2009-2010.

-Student designed posters for JCCCs Theater productions. An on-going annual project. Printed and displayed on campus and in the local community. 1989-2014.

-Public Service Design:
Cardigan Welsh Corgi Club of America
Designed a national dog show logo, 2014.

-Lawrence High School Chess Club
Developed branding for various print and web based materials including garments, letterhead and promotional materials. 2012-2014

-Lawrence High School Cross Country
Designed and produced the 2012 and 2013 year-end (twenty minutes) highlights video for the awards banquet. Parent volunteer, coordinating all actives for the team, 2013. Developed branding for various print and web based materials. Shared a photo archiving system used by coaches and parents on team.

-Central Junior High School Chess Club
Developed branding for various print and web based materials including garments, letterhead and promotional materials. 2010-2011

-Exhibitions:
2014 - Nerman Museum, Beyond Bounds Electric! Art auction
2012 - Nerman Museum, Oppenheimer Collection 20th anniversary exhibit
2011 - Nerman Museum, Beyond Bounds Brilliant! Art auction

-Conference Attendance + Workshops:
American Institute of Graphic Arts, KC. Presentation - Microbrew package design. 2014
American Advertising Federation-KC, Gas Can Conference on creativity, 2014
StrengthsQuest Educator for Higher Education, Workshop, 2013
AAF-KC Career Day, 2013.
TYPO (International Typographic Design Conference), San Francisco, CA, 2013.
Navajo Weaving workshop, The Taos Art School, Taos, NM, 2011.

STEPHANIE SABATO

-Civility Campus Campaign - Collaborated with Dean, Student Services/Success and Art Directed Honors Students Design on Campaign.

-No Know Now - Campus Campaign
Collaborated with Dean, Student Services/Success and Art Directed Students Design on Campaign.

-No Bullying Campaign - Collaborated with Dean, Student Services/Success and Art Directed Students Design on Campaign.

-JCCC Web Article/Interview: Knowing More is Doing More
Founder and CEO of Jamtse Tsokpa Foundation, Tibetan Relief Organization.

-Intervarsity Interfaith Discussion for JCCC Students

-Globalize Soul: JCCC Film Preview and Interfaith Panel Discussion

-Mystic Caravan: Collaboration and Co-Presentation with Aysenur Kolivar, Caravanserai Project - An innovative cultural exchange program made possible by a grant from ArtsMidwest).

-Honors Forum: City As Text - Collaborations with Kansas City businesses, historic societies, museums, and government offices.

-Meditation Retreats
 Campus Presentations
 Community Presentations

TERRI ERICKSON-HARPER

-Lawrence Modern: Lawrence, KS: lawrencemodern.com - Organization featuring tours and lectures on 20th century modern architecture.
-Lawrence Preservation Alliance Award: Oct 2014 - Preservation and design renovation of a former

church property at 1146 Connecticut in Lawrence, Kansas:
http://www2.ljworld.com/news/2014/jan/11/born-again-old-lawrencechurches-converting-new-pu/
-International Sufi Movement USA - www.sufimovement.us
 Member of the Board
 Membership Coordination and Database Management
-Jamtse Tsokpa Founcation Tibetan Friendship Society: - www.jamtsetsokpa.org
 Member of the Board
 Fundraising Coordinator

JILL COPPESS

-Center for Sustainability Sunflower Project Grant 2013: Jill Coppess

8 Goal Setting and Action Plan

8.1 Long-term Goals

1. Revise curriculum - Based on discovery during short-term goals curriculum review.
--SPECIFIC an ordered update of each of the required GDES and ART courses in relationship to
KBOR standards and industry relevancy. In addition, current sequence of courses will be reviewed
--MEASURABLE 20 courses to update over a 5 year span equals 4 per year.
--ACHIEVABLE Each faculty member will work to update a course they specialize in, in conjunction
with the Dean, and the GDES Advisory Board each academic year.
--RESULTS-FOCUSED Course objectives and descriptions will ultimately be updated with in the
college's CIM system and approved by Ed-Affairs.
--TIME-BOUND 20 courses to update over a 5 year span equals 4 per year.
Long Term Goal Number 1 will impact the JCCC Key Performance Indicators of Student Satisfaction
and General Learning Outcomes.

2. Extension Program - Nights & Evenings Course Offerings
--SPECIFIC to serve a growing number of community requests for alternative scheduling outside of
the M-F, 8-5 time frame, selected foundational courses will be offered during weekend or evening time
slots.
--MEASURABLE Data from community request and test offerings will be kept and reviewed for
success. How many requests do we have, and how much enrollment in selected evening or weekend
offerings
--ACHIEVABLE There is currently lab space available on the weekend and a few select evenings
during each semester. There is also part time credit instruction dollars available to pay for the
expanded offerings.
--RESULTS-FOCUSED Success will depend on the numbers of students who enroll in the courses
and successfully navigate and complete the sequence of courses.
--TIME-BOUND Planning, implementation and marketing for the alternative track will still allow for
student participation and completion over the next 5 years.
Long Term Goal Number 2 will impact the JCCC Key Performance Indicators of Persistence,
Graduation Rates and Student Satisfaction.

8.1.1 Actions/Resources Required

The actions are outlined in the section above and the resources currently exist within the program as
proposed.

8.1.2 Updates on Long-Term Goals

8.2 Short-Term Goals

1. Overall curriculum review, including: Sequence of classes and merging of redundant class content and objectives.

--SPECIFIC a comprehensive curriculum review by faculty, alumni and the Graphic Design Advisory Board.
--MEASURABLE Data collection from a wide variety of sources regarding the relevancy, currency and quality of current curriculum offerings and sequences is key.
--ACHIEVABLE Each faculty member will work to gather data and review the courses they specialize in, in conjunction with the Dean, and the GDES Advisory Board.
--RESULTS-FOCUSED Results from this short term goal will trigger the curriculum updates and modifications to both curriculum and degree requirements.
--TIME-BOUND 20 courses to review over a 2 year span.
Short Term Goal Number 1 will impact the JCCC Key Performance Indicators of Student Satisfaction and General Learning Outcomes.

2. Incorporate collaborative extracurricular enrichment info sessions/workshops on business practices into the student experience within the GDES program

--SPECIFIC The Graphic Design Advisory Board and the JCCC faculty has regularly championed the idea of design charrettes, industry workshops, and "soft skills" extracurricular activities to benefit the GDES students outside of the credit course work.
--MEASURABLE This short term goal will be difficult to measure with data. The impact will be felt in the employment numbers, alumni surveys, and satisfaction areas of the KPIs.
--ACHIEVABLE Resources can be garnered for these events thru Perkins funding or from existing GDES resources. Many events have been proposed gratis from the individual advisory board members. Responsibility for these events falls back on the Dean/Chair to accomplish.
--RESULTS-FOCUSED
--TIME-BOUND Start with at least one event in each semester.
Short Term Goal Number 2 will impact the JCCC Key Performance Indicators of Student Satisfaction and General Learning Outcomes.

3. Create and implement outcomes assessment strategies for all foundational classes. Determine SLOs, rubrics and processes for collecting annual assessment data.

--SPECIFIC Create and implement outcomes assessment strategies for all foundational classes as outlined by the JCCC Outcomes Assessment office. Assign SLOs for each course offering.
--MEASURABLE The progress of this goal should be easily tracked and measured thru the evidence presented to the JCCC Outcomes Assessment office.
--ACHIEVABLE Each faculty member will work to assign SLOs, create assessment rubrics and start collecting data for each the courses and sections they specialize in, in conjunction with the Dean, and the JCCC Outcomes Assessment office.
--RESULTS-FOCUSED Results from this short term goal will key formative decisions about curriculum and and student and faculty successes in the credit classroom.
--TIME-BOUND 20 courses to assign student learning outcomes and assessment models to, over a 2 year span.
Short Term Goal Number 3 will impact the JCCC Key Performance Indicators of Student Persistence, Student Satisfaction and General Learning Outcomes.

8.2.1 Actions/Resources Required

The actions are outlined in the section above and the resources currently exist within the program as proposed.

8.2.2 Updates on Short-Term Goals

9 Accreditation Standards

Not applicable for this program at this time.

9.1 Specialized Accreditation

There are no industry recognized specialized accreditation thru the curriculum of the Graphic Design program. Adobe offers a desktop certification for it's Creative Cloud suite of courses, but it is attained thru the CDTP program in the Technology Division here at JCCC.

10 Resource Request/Adjustment

Graphic Design Resource Request Spreadsheet [XLS 2,006 KB 11/29/14]

10.1 Long-range Adjustment to Resources

Maintaining the current level of resources is the only request at this time.

10.2 Educational Technology Support

Continued Support from Information Technology is needed to maintain the currency, dependability and relevance of hardware and software provided in studios and offices dedicated to the Graphic Design Program. These include but are not limited to:
27" iMac computers in the design studios (approx 60 units)
Large bed scanner large format B/W printer in each of the three design studios
Large format color and B/W printers in LIB 342
Large LED monitors in each of the 3 critique classrooms
Mac computers for each of the full time faculty
Complete Adobe Suite or Adobe Cloud of software for each of the CPUs above.
-See attached roster of software needed for GDES Labs.

In addition the continued support of the Educational Technology Center to support the LMS and other teaching initiatives.

Spring 2015 Software Form GDES [PDF 19 KB 11/29/14]

End of report