



Northampton Community College

**COMMUNICATION DESIGN**  
**Associate in Applied Science**

**Program Audit**  
**2015-2020**

Thomas Shillea, MFA  
Director of Art Programs

*submitted to*

Christine M. Pense, Ph.D.  
DEAN  
Humanities and Social Sciences

March 2021

## Introduction

A program audit of the Communication Design A.A.S. degree program was conducted during the spring semester of 2020. Professor Denise Bosler, Chair of the Communication Design Program at Kutztown University, acted as the external auditor.

## Program Purpose

The purpose of the Communication Design program is to prepare individuals for employment in the communications/new media professions. The Associate in Applied Science Degree of 67 credits in the New Media Track and 64/65 credits in the Print-Web track, has been offered at the college for over 35 years (under the past titles of Commercial Art until 1991 and Advertising Design until 2000).

A secondary objective of the CD program is to prepare students to transfer to a 4 year/college or university to continue their studies in the communication design field.

## Career Potential

As a graduate of the Communication Design program an individual can expect to find employment, at an entry-level position, as a graphic designer, computer graphics artist, digital illustrator, web designer, 3-D computer animator, new media designer, or mobile apps developer (web apps design), with companies such as advertising agencies, design studios, newspapers, magazines, printing companies, web design studios and in-house corporate communication departments. Graduates of the Communication Design Program have gone onto very successful careers in the Communication Design and Education fields in the Lehigh Valley, working at companies like City Center Lehigh Valley, Adams Outdoor Advertising, Martin Guitar, Lafayette College, Crayola, Liquid Interactive, Service Electric, and teaching at DeSales University, Kutztown University and Northampton Community College.

## Curriculum

### *Highlight of Program Changes*

The current Communication Design (CD) program continues to use the two track options implemented in the 2006 Academic Year as described below:

1. All Communication Design students complete the same course work in the first and second semesters.
2. Each student selects a specialty track option for the second year – third and fourth semesters.
  - a. ***The New Media Track*** introduces students to theories, concepts, applications and techniques of “new media” design such as interactive design, video (time based) production, and 2D and 3D computer animation.
  - b. ***The Print/Web Track*** introduces students to advanced theories, concepts, applications and techniques of traditional print and web design, such as web animation, print and editorial design, programming for the web, and mobile apps design/development

This “two track” option has proved to be very successful, and enrollment trends show that the student body is almost evenly divided between the two options. Each of the tracks enrolled approximately 35-40 students in the second year of the program.

Over the past few years, a new trend has developed in which CD students graduating with an A.A. S. degree in one Track return to NCC to take the 5 additional ARTA courses that separate the two track programs, thereby earning two Associates in Applied Sciences degrees. More importantly, they learn additional creative and technical skills that gives them a value added advantage when entering the work force or transferring to a 4-year school.

Courses in the Communication Design curriculum are currently offered at the main Bethlehem Township campus as well as at the Monroe campus (all first semester and two second semester courses) and the Fowler Family South Side Center (Drawing 1). Five courses, ARTA 101 Art History, ARTA 130 Introduction Web Site Design, ARTA 132 Web Animation, ARTA 170 Computer Graphics and ARTA 282 Digital Photography are offered as online courses. Research in offering additional ARTA courses online is in progress.

## **Communication Design Program Learning Outcomes**

The goal of the Communication Design program is to prepare students for successful careers in the Communication Design field or to transfer to a 4-year baccalaureate program at a college/university. The Communication Design curriculum combines foundation studio courses in art and design principles, and specialized design courses in professional practices and computer graphics training, as it pertains to the Communication Design profession. Upon completion of the program, students will have developed a clear and demonstrable understanding of the core Program Learning Outcomes, technical, conceptual and aesthetic issues of their area of studies.

As part of a Capstone Course, students will assemble a portfolio consisting of examples of their coursework in preparation for a job search within the Communication Design discipline or transfer to a 4-year college or university program. All graduating students will also participate in a formal portfolio review in which they present their portfolios (hard copy and digital) to invited guests from the Communications Design profession for review and critique.

Following are descriptions of the desired core outcomes covered throughout the program, categories of measures for evaluation and the levels of competency/grade criteria for assessment.

### **PROGRAM OUTCOME 1: *Media, Techniques and Applications, Craftsmanship***

Students understand basic art *media* (materials) and can create artworks demonstrating acquired core *techniques and their applications* (skills using various tools and equipment) with proficient craftsmanship (appropriate control and refinement.)

### **PROGRAM OUTCOME 2: *Design and Creativity***

Students demonstrate an understanding of *Design* (form and its organization) by their use of the *Elements of Art* (line, shape/mass, value, color, texture, space, time) and can apply the *Principles of*

*Organization* (harmony, variety, balance, proportion, dominance, movement and economy) to produce artworks with a strong sense of unity. Students show **Creativity** (the process of synthesizing understanding and imagination) in their design solutions on issues of *form, style, and content*.

### PROGRAM OUTCOME 3: **Terminology, Critical Thinking Skills, Critique**

Students recognize and are able to use the *technical* and *aesthetic terminology* of communication design. Students develop and use **critical thinking skills** and are able to analyze artworks, both verbally and in writing. Students can **critique** their own work and that of their peers within the wider context of historical and contemporary visual culture.

### PROGRAM OUTCOME 4: **Professional Preparedness, Proficiency, Marketing and Advertising, Portfolio**

- A. Students demonstrate an understanding of the design industries best-practices and theories that reflect *current cultural trends* to **professionally prepare** them for an entry-level position or enable them to transfer to a baccalaureate level Communication Design Program.
- B. Students work exhibits **proficiency** in both *design* and the *technical* aspects of multimedia including: print, web, and motion design
- C. Students understand basic principles and practices of **self-promotion and advertising**.
- D. Students create a professional design **portfolio** (hard copy and web) and professional identity system.

## **Assessment of Learning**

The capstone course in the CD program is ARTA 285 Portfolio Workshop. This course is designed to assist the students in creating an exit portfolio for the following purposes – secure an entry-level job or transfer to a 4-year college or university to continue their education. The final portfolio consists of 10-15 samples of student work, an artist statement and an identity system (resume, business card and logo). The portfolio is presented online, with an option to create a traditional hardcopy version.

## *CD Portfolio Reviews*



Methods of assessment for this course appear below. These methods of assessment are built into the Core Program Learning Outcomes as presented in Appendix C.

- Required written reviews and evaluations of student portfolios by all full-time Art Department faculty members, as well as by the Director of Art Programs. A standardized evaluation form with rubrics is used.

- Optional written reviews and evaluations of student portfolios by adjunct Art Department faculty members. A standardized evaluation form with appropriate rubrics is used.
- Required review and evaluation of student portfolios by professionals in the Communication Design industry. A standardized evaluation form with rubrics is used.

### **Faculty and Administrative staff:**

The Communication Design program is staffed by three full time faculty members, a number of adjunct instructors, and headed by a full-time administrator, who is the director of both the Communication Design and the Fine Arts degree programs. The program director also teaches three classes per academic year, including the ARTA 285 Portfolio Workshop capstone course. The full-time staff's credentials follow:

**Thomas Shillea** – Director/Art Programs – B.S. in Art Education, Kutztown University; MFA in Photography, Rochester Institute of Technology.

**Rachael Gorchov** – BFA Painting, Tyler School of Art; MFA Painting, Hunter College

**Jason Zulli** – Assistant Professor- B.A. in Graphic Design from Pennsylvania State University; M.S. in Instructional Design, Lehigh University.

**Mark Koberlein** – BA in Religious Studies, Messiah College; MFA Interactive Design and Game Development, Savannah College of Art and Design. (in progress)

### **Academic Credentials of Adjunct Staff teaching Communication Design courses:**

#### **Distance**

Marci Fiorillo - M.A. in Art from California State University.

#### **Main campus**

**Layne Lyons** - Kutztown University of Pennsylvania - BFA in Communications Studies/Speech

**Elizabeth Wheeler** - Binghamton University- MA in Philosophy / School of the Art Institute of Chicago- BFA in Ceramics

**Michael Stek IV** - M.F.A. Marywood University, B.F.A. Clarion University -A.A. Northern Virginia Community College

**Traci Anfuso-Young** - B.F.A. in Communication Design from Kutztown University

**Joseph Chapuk** - B.F.A. in Studio Arts (Mixed Media); M.A. in Studio Arts (Painting) from California State University.

**Nancy Lydia Chiappini** - B.A. in Fine Art and Biology; M.A. in Fine Arts Studio from Montclair State University.

**Jan Crooker** - M.F.A. from Pennsylvania State University in Ceramics, Drawing, and Jewelry.

**Walter Heath** - M.A. in Art from Pittsburg State University.

**Gayle Hendricks** - M.F.A. in Visual Arts from Marywood University.

**William Hudders** - M.F.A. in Painting from the University of Pennsylvania. Isadore LaDuca - M.F.A. from Syracuse University.

**Carmelina Lombardi** - A.A. in Communication Design from Northampton Community College; B.F.A. in Studio Arts from Kutztown University; M.A. in Elementary Education from Cedar Crest College.

**James Smull** - M.F.A. from Cornell University.

**Sharon Trimble** - B.S. in Mathematics and Computer Science from Moravian College; A.A. in Communication Design from Northampton Community College.

**Doug Zucco** – MFA University of Georgia

**Monroe campus:**

**William Rusk** - M.A. in Studio Art from Marywood University.

**Alma Barantes** – M.F.A in Painting – Pennsylvania Academy of the Fine Arts

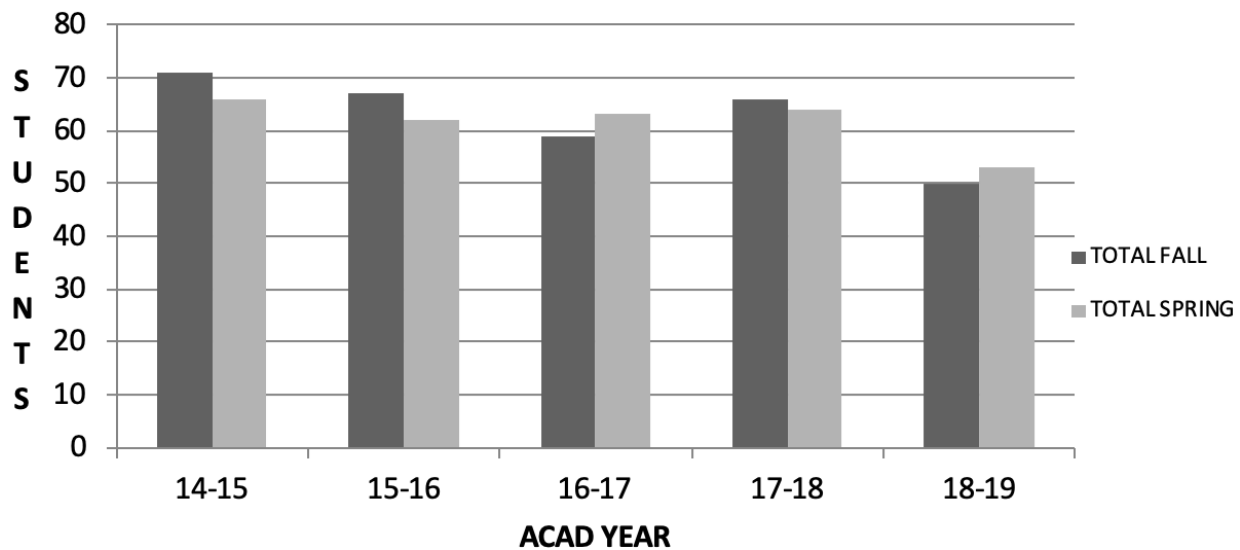
### Enrollment Trends

The enrollment trends for the Communication Design AAS program has experienced a decline during the academic years 2015-2018. reflecting trends in college enrollment nationally. **This decreased enrollment trend was reversed in the fall 2019 semester with an increase in the number of CD students from 130 students in 2018 to 142 students in 2019**, but still down from the high of 170 students in 2017.

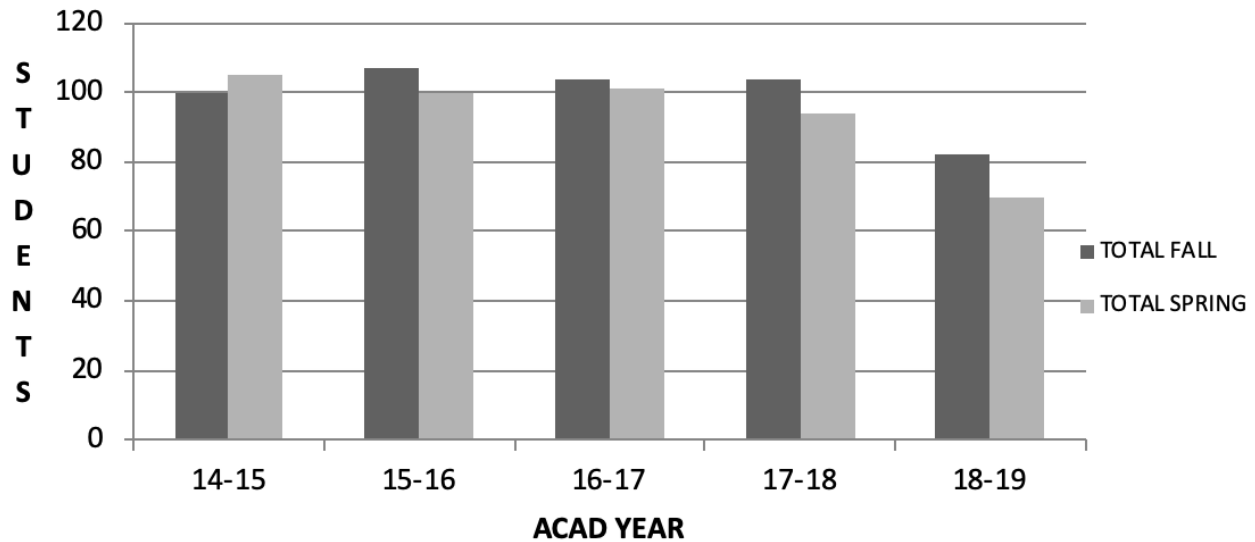
The typical student profile is of the traditional age college student (ages 19- 25). Many students are enrolling into the program directly after high school graduation and are attending full-time, and a majority of students plan to transfer to continue their studies.

Communication Design AAS Enrollment

### Communications Design: Print/Web AAS



## Communications Design: New Media AAS



### Dual Enrollment data (High School Students also enrolled at NCC)

Year Entered	Total Dual Enrollment Students	# Dual Enrollment retained next year in new program	# in Comm Design – New Media	# in Comm Design – Print/Web
2016	344	93	1	0
2017	348	106	1	1
2018	429	168	1	1
2019	698			

The College uses a variety of methods to promote the Communication Design program to prospective students, including:

- NCC Web Site (which contains the Art Department Web Site –art.northampton.edu).
- Numerous College tours for students and parents throughout the academic year.
- Open House events in Bethlehem and the Monroe County Campus.
- Newspaper, TV, Bill Board and Radio advertisement.
- Direct mail promotion.
- Contact with career counselors at Northampton and Monroe county high schools.
- Director of Art Programs visits to local high schools to promote the CD program.
- Annual CD Program Portfolio Review.
- Membership in the American Federation of Advertising/Greater Lehigh Valley Ad Club.
- Greater Lehigh Valley Ad Club Award at annual Convocation Ceremony.



## Program Cost & Income

The Communication Design program is cost-effective program for the College. In 2018 the program ranked as the 60 most expensive program out of 126 programs in fiscal year 2018-19. Programs are ranked from the most expensive program, number one, through the least expensive. Both tracks in the program are healthy, with income higher than cost and cost per FTE below the revenue generated. However, the cost per FTE is now slightly higher than the institutional average. For details, see the tables below.

<b>ACADEMIC AUDIT FINANCIAL DATA</b>					
<b>2018-19</b>					
<b>Communication Design - Print Web Degree</b>					
	<b>FY2019</b>	<b>FY2018</b>	<b>FY2017</b>	<b>FY2016</b>	<b>FY2015</b>
<b>Program Income</b>					
Tuition	195,288	243,979	225,190	233,508	251,390
Local Reimb	33,185	40,487	36,947	37,498	40,802
Operating Reimb	77,629	92,445	84,978	68,329	70,667
Stipend Reimb					
<b>Total Income</b>	<b>306,102</b>	<b>376,911</b>	<b>347,115</b>	<b>339,335</b>	<b>362,859</b>
<b>Program Costs</b>					
Direct Costs	154,690	180,034	170,249	178,324	185,460
Indirect Costs	151,540	174,043	151,646	153,507	165,912
<b>Total Costs</b>	<b>306,230</b>	<b>354,078</b>	<b>321,895</b>	<b>331,832</b>	<b>351,373</b>
<b>FTE</b>	<b>39.49</b>	<b>50.44</b>	<b>47.66</b>	<b>50.08</b>	<b>56.20</b>
<b>Income per FTE</b>	<b>7,750</b>	<b>7,472</b>	<b>7,282</b>	<b>6,776</b>	<b>6,456</b>
<b>Cost per FTE</b>	<b>7,754</b>	<b>7,019</b>	<b>6,753</b>	<b>6,626</b>	<b>6,252</b>
<b>Inst Avg Cost per FTE</b>	<b>7,933</b>	<b>7,075</b>	<b>6,703</b>	<b>6,416</b>	<b>6,144</b>
<b>Rank</b>	<b>69 of 133</b>	<b>62 of 126</b>	<b>60 of 132</b>	<b>59 of 129</b>	<b>53 of 119</b>

**ACADEMIC AUDIT FINANCIAL DATA****2018-19****Communication Design - New Media Degree**

	<b>FY2019</b>	<b>FY2018</b>	<b>FY2017</b>	<b>FY2016</b>	<b>FY2015</b>
<b>Program Income</b>					
Tuition	316,515	416,003	400,560	375,838	369,364
Local Reimb	53,785	69,034	65,721	60,355	59,950
Operating Reimb	125,818	157,626	151,156	109,978	103,830
Stipend Reimb					
<b>Total Income</b>	<b>496,118</b>	<b>642,663</b>	<b>617,437</b>	<b>546,171</b>	<b>533,145</b>
<b>Program Costs</b>					
Direct Costs	250,455	309,520	299,948	279,760	265,881
Indirect Costs	245,609	296,758	269,742	247,075	243,773
<b>Total Costs</b>	<b>496,064</b>	<b>606,278</b>	<b>569,690</b>	<b>526,835</b>	<b>509,654</b>
<b>FTE</b>	<b>64.01</b>	<b>86.01</b>	<b>84.78</b>	<b>80.61</b>	<b>82.58</b>
<b>Income per FTE</b>	<b>7,751</b>	<b>7,472</b>	<b>7,283</b>	<b>6,776</b>	<b>6,456</b>
<b>Cost per FTE</b>	<b>7,750</b>	<b>7,049</b>	<b>6,719</b>	<b>6,536</b>	<b>6,172</b>
<b>Inst Avg Cost per FTE</b>	<b>7,933</b>	<b>7,075</b>	<b>6,703</b>	<b>6,416</b>	<b>6,144</b>
<b>Rank</b>	<b>71 of 133</b>	<b>60 of 126</b>	<b>62 of 132</b>	<b>62 of 129</b>	<b>55 of 119</b>

**Program Outcomes for Students**

The Communication Design program is designed to allow students direct entry into the workforce upon graduation from Northampton Community College. The class of 2018 graduated 32 students – 22% are continuing their education, 60% are currently employed, and 15% are seeking employment. Some local employers of our graduates are Adams Outdoor Advertising, Lehigh University, City Center Lehigh Valley, Lehigh Valley Style Magazine, Lafayette College, Martin Guitar Company, The United Way of the Greater Lehigh Valley, B. Braun and Company, Think Communications, The Civic Theater of Allentown, Crayola, Staples, Tuske Homes and Peer Pressure Creative. The average entry-level salary is \$15 per hour.

Students are also able to transfer to baccalaureate institutions and pursue a four-year degree. Over the past 5 years, Communication Design graduates have transferred to Columbus College of Art and Design,

Moravian College, Kutztown University, The University of the Arts. Cedar Crest College, East Stroudsburg University, Rochester Institute of Technology, Tyler School of Art/Temple University, Pennsylvania College of Technology, Savannah College of Art and Design, Columbus College of Art and Design and The Ringling School of Art and Design. The 2018 Placement Report follows below. – need new data.

The Communication Design Program has articulation agreements of transfer with the University of the Arts and Pennsylvania College of Technology, and expects to develop an articulation agreement with Kutztown University in the near future.

## Placement Report Class of 2018

Communication Design - New Media Option Degree						
Graduate Survey Results						
Number of Graduates	Continuing Education	Employed	Job Hunting	Not Seeking Employment	Moved	No Report
13	2 20%	6 60%	2 20%	0 0%	0 0%	3
Of the Total Number of Graduates Employed:						
Employed Related	Employed Unrelated	Employed Unrelated by Choice				
3 50%	3 50%	0 0%				
Employers of Graduates			Positions Secured			
Adams Outdoor Advertising Lehigh University Rutler Screen Printing, Inc.			Graphic Designer/Video Editor/Intern Printer Production Artist			
Summary of Hourly Starting Salaries						
Number Reporting Salary	2018 Lowest Salary	2018 Highest Salary	2018 Mean Salary	2018 Median Salary	Previous Year Median Salary	Median Percent Change
0						
Institutions To Which Graduates Transferred						
Columbus College of Art & Design Kutztown University						

Communication Design - Print/Web Option Degree						
Graduate Survey Results						
Number of Graduates	Continuing Education	Employed	Job Hunting	Not Seeking Employment	Moved	No Report
21	4 24%	11 65%	2 12%	0 0%	0 0%	4
Of the Total Number of Graduates Employed:						
Employed Related	Employed Unrelated	Employed Unrelated by Choice				
8 73%	1 9%	2 18%				
Employers of Graduates			Positions Secured			
MudWorks Pottery Rutler Screen Printing, Inc. Self-Employed Signarama Staples SVN Imperial Realty Townsquare Interactive Tuskes Homes			Administrative Assistant/Marketing Freelance Graphic Artist Lead Graphic Designer Print and Marketing Associate Printer Quality Assurance Specialist Real Estate Photographer Studio Assistant			
Summary of Hourly Starting Salaries						
Number Reporting Salary	2018 Lowest Salary	2018 Highest Salary	2018 Mean Salary	2018 Median Salary	Previous Year Median Salary	Median Percent Change
5	\$9.50	\$16.50	\$13.90	\$14.00		
Institutions To Which Graduates Transferred						
Kutztown University (2) Moravian College Temple University						

## Student Achievements:

Examples of student artwork, academic achievements and professional successes can be found at <http://art.northampton.edu>

Students in the CD program have gone on to be very successful after leaving Northampton. Over the past five years, Communication Design students have been active participants in many pro-bono design projects for organizations at the college and in our community, such as promotional/marketing designs for the Bethlehem Fine Arts Commission.

The American Advertising Federation/Greater Lehigh Valley Ad Club has recognized our students for their exceptional design talent. This Club has awarded Gold, Silver and Bronze ADDY Awards and to

our Communication Design students for the past five years. An NCC CD student received the student Best of Show ADDY Award in 2019. Two current CD students are members of the Greater Lehigh Valley Ad Club Board of Directors.

Communication Design students have designed posters for the many years for the NCC Celebration of Martin Luther King Day, as well as for various NCC organizations and events.

A graduate of the CD program who continued her academic studies is now a full-time faculty in the Communications Design Program at Kutztown University.

The current President of the AAF/Greater Lehigh Valley Ad Club is a graduate of the CD Program.

The current Creative Directors at Martin Guitar, Crayola and the City Center Lehigh Valley are graduates of the CD Program.

The current Creative Director at Crayola, Inc. is a graduate of the CD program.

A graduate of the New Media track in the CD Program worked as an animator on The Black Panther and Venom movies.

CD students have travelled, along with their teachers, to Japan and Egypt as part of their educational and creative experiences at NCC.

## **Conclusion**

The Communication Design AAS program is a very well designed curriculum which prepares student to enter directly into the workforce, as intended. The program serves students with either goal very effectively.

From an institutional perspective the strong enrollment patterns, and the increasingly health financial picture place the Communication Design program on very firm footing.

## **Recommendations**

- The Communication Design A.A.S. Degree program should continue.
- The computer technology must be maintained and updated to keep the curriculum current and competitive. The computer skills of the faculty must be maintained and utilized effectively across the curriculum.
- The Director of Art Programs, art department faculty and Dean of Humanities and Social Sciences must continually examine trends in program costs increases, the business environment, recruitment strategies and the classroom environment.

- The Director of Art Programs and the faculty must continue to work closely with members of the Communication Design Advisory Committee to maintain the competitive edge of the Communication Design program.
- Program level assessment should be further solidified and systematized.

## **Appendices**

Appendix A Program Rigor Analysis

Appendix B Program Maps

Appendix C Program Curriculum Map

Appendix D Communication Design AAS Degree Program Core Outcomes

Appendix E General Education Key Abilities Map

# Appendix A -Program Rigor Analysis

NOVEMBER 1, 2019

## PROGRAM RIGOR ANALYSIS

Name of Program: Communication Design (Print/Web and New Media Tracks)

Type of Program: AAS

Total number of credits: New Media Track -67/Print-Web Track 65

*The table below lists elements of analysis in reviewing academic rigor in the program. The elements will include a review of program learning outcomes, program sequencing, the curriculum arrangement, and transferability (for AA and AS degrees.) Discuss each element and record faculty feedback/consensus in the evidence column. Confirm whether acceptable or not and complete the Action Plan column where changes are deemed necessary.*

*Faculty involved in the analysis Thomas Shillea/Program Director; Professor Jason Zulli/Professor Mark Koberlein/Professor Rachael Gorchov*

### LIST THE PROGRAM LEARNING OUTCOMES:

1. Recognize and use technical and aesthetic terminology of communication design.
2. Create work that exhibits proficiency in both design and technical aspects of new media including print, web, motion design, and video game design.
3. Demonstrate an understanding of the design industries' best-practices and theories that reflect current and historical cultural trends.
4. Understand basic principles and practices of marketing and advertising.
5. Create a professional design portfolio (hard copy and web) and professional identity kit.
6. Be prepared for an entry-level position in communication design.

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
<p><b><u>Review of Program Learning Outcomes</u></b></p> <p>Do program Learning Outcomes reflect level of knowledge, skills, &amp; competencies for an Associate degree? Do the Learning Outcomes describe the characteristics of graduates from the program? Record evidence of faculty discussions/analysis in the</p>	<p>Based on the annual feedback from the Communication Design Advisory Committee, the PLOs are reviewed, including the achievements and accomplishments of students and faculty. Feedback is received regarding the strength of skills within the marketplace, and recommendations are made for changes in the curriculum to ensure marketability of students upon completion of the program. Annual portfolio review in the Spring semester (ARTA 285 Portfolio Workshop) during which portfolios are shown to invited guests, comparable to a job fair experience, during which students share their business cards, resumes and portfolios, prepared in ARTA 28. Students receive</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
<p>“Evidence” column to the right.</p>	<p>Immediate and candid feedback from guests. Some students are offered employment or internships. Survey Monkey feedback received from the invited guests regarding their overall experiences and evaluation of the students as a group.</p> <p>The first semester of the Communication Design (print/web and new media) tracks as well as the Fine Art curriculum are identical. This was planned to allow students to make a seamless transfer from one program to another after their first semester, if they choose to do so.</p> <p>The first semesters of the Communication Design and Web Development programs are almost identical (except for one class) to also make a transfer easier should a student decided to do so.</p>			
<p>Do program Learning Outcomes reflect appropriate growth according to Bloom’s taxonomy (move students toward higher level thinking and problem solving)?</p> <p><i>(See Bloom’s taxonomy and verbs and additional resources on the final pages of this document)</i></p> <p>Record evidence of faculty discussions/analysis in the “Evidence” column to the right.</p>	<p><b><u>Program Learning Outcomes:</u></b></p> <p>The goal of the Communication Design program is to prepare students for successful job entry into the Communication Design field or to prepare them for transfer to a 4 - year baccalaureate program at a college/university. The Communication Design curriculum combines foundation studio courses in art and design principles, specialized design courses in professional practices and computer graphics training, as it pertains to the Communication Design profession. Upon completion of the program, students will have developed a clear and demonstrable understanding of the core technical, conceptual and aesthetic issues of the area of studies.</p> <p>Students will assemble a portfolio drawn from examples of coursework, in preparation for a job search within the Communication Design discipline or transfer to a 4 - year college or university program.</p> <p>Following are descriptions of the desired <i>core outcomes</i> covered throughout the program, categories of <i>measures</i> for evaluation and the <i>levels of competency/grade criteria</i> for assessment.</p> <p><b>PROGRAM OUTCOME 1: <i>Media, Techniques and Applications, Craftsmanship</i></b></p> <p>Students <b>understand</b> basic art <i>media</i> (materials) and can <b>create</b> artworks <b>demonstrating</b> acquired core <i>techniques and their applications</i> (skills using various</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
	<p>tools and equipment) with proficient <i>craftsmanship</i> (appropriate control and refinement.)</p> <p><b>PROGRAM OUTCOME 2: <i>Design and Creativity</i></b> Students <b>demonstrate an understanding</b> of <i>Design</i> (form and its organization) by their use of the <i>Elements of Art</i> (line, shape/mass, value, color, texture, space, time) and can <b>apply</b> the <i>Principles of Organization</i> (harmony, variety, balance, proportion, dominance, movement and economy) to <b>produce</b> artworks with a strong sense of <i>unity</i>. Students show <i>Creativity</i> (the <b>process of synthesizing understanding and imagination</b>) in their design solutions on issues of <i>form, style, and content</i>.</p> <p><b>PROGRAM OUTCOME 3: <i>Terminology, Critical Thinking Skills, Critique</i></b> Students <b>recognize</b> and are able to use the <i>technical</i> and <i>aesthetic terminology</i> of communication design. Students <b>develop</b> and use <i>critical thinking skills</i> and are able to <b>analyze</b> artworks, both verbally and in writing. Students can <i>critique</i> their own work and that of their peers within the wider context of historical and contemporary visual culture.</p> <p><b>PROGRAM OUTCOME 4: <i>Professional Preparedness, Proficiency, Marketing and Advertising, Portfolio</i></b> Students <b>demonstrate an understanding</b> of the design industries <i>best - practices</i> and <i>theories</i> that reflect <i>current cultural trends</i> to <i>professionally prepare</i> them for an entry - level position or enable them to transfer to a baccalaureate level Communication Design Program. Students work <b>exhibits proficiency</b> in both <i>design</i> and the <i>technical</i> aspects of multimedia including: print, web, and motion design Students <b>understand</b> basic principles and practices of <i>marketing and advertising</i>. Students <b>create</b> a professional design <i>portfolio</i> (hard copy and web) and professional identity system.</p>			
<p>Does the course sequence supports student acquisition of and development of disciplinary and/or career knowledge.</p> <p>Record evidence of faculty discussions/analysis in the</p>	<p>Communication design is a dynamic and growing profession in the media marketplace. Development in new Internet technology and capabilities, as well as the proliferation of PDAs, require people with interactive design skills and knowledge to create content for these new communication networks. The Communication Design program will assist students in developing the creative, conceptual and technical skills necessary to meet the challenge of digital, print, and social media marketplaces and will offer the opportunity to gain employment in the field, or to transfer</p>	☒	☐	

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
<p>"Evidence" column to the right.</p>	<p>to a four-year institution. Students will be prepared to work within the social networking world of Twitter and Facebook; and understand how to launch ideas and apps through smart phones and tablets.</p> <p><b>ARTA 285</b> is the <b>Capstone</b> course in the CD Program. All students must complete this course to graduate. Pre-reqs/co-reqs for the Print/Web Capstone course are</p> <p><b>ARTA 101 Art History</b></p> <p><b>ARTA 110 Principles of 3D Design</b></p> <p><b>ARTA 111 Two Dimensional Design and Color</b></p> <p><b>ARTA 130 Intro To Web Site Design</b></p> <p><b>ARTA 132 Web Animation</b></p> <p><b>ARTA 170 Computer Graphics</b></p> <p><b>ARTA 180 Digital Design and Typography I</b></p> <p><b>ARTA 190 Creative Design</b></p> <p><b>ARTA 208 Mobile Development</b></p> <p><b>ARTA 210 Package Design</b></p> <p><b>ARTA 240 Advanced Web Site Design</b></p> <p><b>ARTA 281 Digital Design and Typography II</b></p> <p><b>ARTA 282 Digital Photography</b></p> <p><b>ARTA Electives – ARTA 131, ARTA 136, ARTA 164, ARTA 240, ARTA 282,</b></p> <p>Input from the CD advisory committee meets annually to ensure that the course sequence aligns with marketability, and that the curriculum is current – meeting trends, adjusting as needed. For the past 15n years CD students have submitted their creative work to the American Advertising Federation ADDY Awards competition and have received Silver and Gold awards each year. CD students have been selected as college representatives on the Board of the Greater Lehigh Valley Ad Club. The Director of Art Programs is a member of the Academic Committee of the GLVAC.</p>			
<p>Are the program courses arranged to support measurable progression in learning/critical thinking/problem-solving?</p>	<p>The CD Program conducts an Internal program audit every 2-3 years and an External Program Audit every 5 years to ensure that the curriculum is meeting the industry best practices – as computer/technology and industry standards and skill requirements frequently change. Students need current skills and knowledge, and the ability to use those skills in order to meet market needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
	<p>One example resulting from the recommendations from the CD Advisory Committee and the Internal/External Audits was the creation in 2011 of a new 2 year AAS Degree program called Web Development. This program is a collaboration between the Art Program and the Computer Science Program. Students who complete this program of studies offer a value-added skill set for potential employers.</p> <p>Another example of program change was the creation of two tracks in the CD Curriculum – one emphasizing skills specific to print/web design and one emphasizing skills specific to new media, and time-based design. This track also introduces students to cutting edge technology such as Projection Mapping and Augmented Reality and 360 degree video design. It is now possible for a CD major to complete both tracks.</p>			
<p>Does the course sequence include appropriate pre-requisite courses to support learning/critical thinking/ problem-solving? Record evidence of faculty discussions/analysis in the “Evidence” column to the right.</p>	<p>The CD Curriculum is designed on a solid plan of foundation design courses, that lead to upper level, more advanced courses. The second-year courses have pre-reqs that are completed in the first year. A sequential learning experiences is designed in both program tracks(described below) that culminate in the Capstone course and portfolio presentation.</p> <p>In the <b>CD Print/Web Track</b> curriculum <b>ARTA 170 Computer Graphics</b> is a first semester foundation course and a pre-req for all upper level computer based courses – <b>Intro to Web Site Design; Digital Design and Typography I and II; Creative Designs; Web Animation; Advanced Web Site Design; Digital Photography; Package Design, Mobile Development and the Capstone course Portfolio Workshop.</b></p> <p><b>Drawing I</b> is a pre-req for <b>Drawing II</b></p> <p><b>Two Dimensional Design and Color</b> is a pre-req for <b>3D Design.</b></p> <p><b>Web Site Design</b> is a pre-req for <b>Web Animation</b> and <b>Advanced Web Site Design.</b></p> <p><b>Digital Design and Typography I</b> is a pre-req for <b>Digital Design and Typography II.</b></p> <p>In the <b>CD New Media Track</b> curriculum <b>ARTA 170 Computer Graphics</b> is a first semester foundation course and a pre-req for all upper level computer based courses – <b>Intro to Web Site Design; Digital Design and Typography I and II; Introduction to Web Site Design; Intro to 3D Computer Animation; Advanced 3D Computer Animation, New Media Theory and Practice;</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
	<p><b>Interactive Design; New Media Production and the Capstone course, Portfolio Workshop.</b></p> <p><b>Drawing I</b> is a pre-req for <b>Drawing II</b></p> <p><b>Two Dimensional Design and Color</b> is a pre-req for <b>3D Design.</b></p> <p><b>Digital Design and Typography I</b> is a pre-req for <b>Digital Design and Typography II.</b></p> <p><b>New Media Theory and Practice</b> is a pre-req for <b>Interactive Design.</b></p> <p><b>Interactive Design</b> is a pre-req/co-req for <b>New Media Production.</b></p> <p>An extensive survey is sent to each person who participates in the annual Portfolio Workshop review. The results of this survey are carefully reviewed by the Art Program Director, Faculty and Dean of the Humanities and Social Sciences Division.</p> <p>The survey results are then presented to the members of the CD Advisory Committee for further discussion. The result of these surveys and discussions give clear guidance and directions for changes that need to be made to the current Program curriculum.</p>			
<p>Are there a sufficient number of 200-level courses required?</p> <p>ENTER THE NUMBER IN THE DEGREE HERE: 3 - 4</p> <p><b>MINIMUM OF 4 REQUIRED IN THE DEGREE PROGRAM</b> (These 4 required 200 level courses can include general education, electives or program courses)</p> <p>If &lt; 4, are there required courses in the degree that are 100-level that have 200-level rigor. If yes, list courses here:</p> <p><i>If renumbering a course is being considered, a Course Rigor Analysis worksheet is available to document this assessment. Please consult</i></p>	<p><b>Print/Web track (4)</b></p> <ol style="list-style-type: none"> <li>1. ARTA 240 Advanced Web Site Design</li> <li>2. ARTA 282 Digital Photography</li> <li>3. ARTA 285 Portfolio Workshop</li> <li>4. One of the following: <ol style="list-style-type: none"> <li>1. ARTA 210 Package Design</li> <li>2. CISC 128 Client-Side Scripting</li> <li>3. ARTA 208 Mobile Development</li> </ol> </li> </ol> <p><b>New Media track</b></p> <ol style="list-style-type: none"> <li>1. ARTA 230 New Media Theory and Practice</li> <li>2. ARTA 231 New Media Production</li> <li>3. ARTA 285 Portfolio Workshop</li> </ol> <p>Change these two courses to 200 level -  <b>ARTA 133 Advanced 3-D Computer Animation and ARTA 136 Interactive Design</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Conversation with Computer Science faculty to adjust CISC 128 – Client-Side Scripting to make a 200-level course. Based on initial conversation, there is agreement to move forward with the course renumbering to make course learning outcomes that are at the 200-level.</p> <p>For New Media: Faculty would like to adjust course numbering for:</p>

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
<p><i>your dean for that worksheet.</i></p> <p>For programs not meeting the minimum requirement, please note in the evidence column how you will meet that requirement. (Justify current rigor or note recommendations for change.)</p>				ARTA 133 Advanced 3-D Computer Animation and ARTA 136 Interactive Design
<p><b><u>Review of Transferability</u></b>  <b><u>(Complete this section for programs designed for transfer AA/AS/some AAS)</u></b></p> <p>Can graduates of the program transfer easily?</p> <p>List top transfer institutions for your program.</p> <p>Are their articulation/transfer agreements for this program? Include a list of or links to these agreements.</p> <p>List top transfer institutions for the degree here:</p> <p>Data source:</p>	<p>Although AAS, approximately half of students completing the Communication Design degree move on to bachelor programs. Communication Design graduates have transferred to:</p> <ul style="list-style-type: none"> <li>• Cedar Crest College</li> <li>• Kutztown University</li> <li>• Moravian College</li> <li>• School of Visual (NYC)</li> <li>• Pratt Institute (NYC)</li> <li>• Tyler School of Art at Temple University (Philadelphia)</li> <li>• University of the Arts (Philadelphia)</li> <li>• Savannah College of Art and Design (Savannah, Georgia)</li> <li>• Ringling College of Art and Design (Sarasota, Florida)</li> <li>• Academy of Art University (San Francisco, CA)</li> <li>• Rochester Institute of Technology (Rochester, NY)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>Do courses in the major transfer count toward the four year degree program?</p>		<input type="checkbox"/>	<input type="checkbox"/>	
<p><b><u>Review of Career Readiness – Preparation for Employability</u></b>  <b><u>(Complete this section for programs designed to prepare graduates for direct employability - AAS)</u></b></p>	<p>Portfolio Reviews – ARTA 180 (2<sup>nd</sup> semester) and ARTA 181 (3<sup>rd</sup> semester) – courses build upon each other and students prepare portfolio and show it in December as preparation for final portfolio review in ARTA 285 in April. Art Program faculty and invited working professionals from the field provide written feedback to students in order to ensure excellence in their final portfolio class. (refining the projects part of the mid-</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ELEMENTS	EVIDENCE DESCRIBE ANALYSIS/DATA/DISCUSSION	ACCEPTABLE	NOT ACCEPTABLE	ACTION PLAN/RESPONSIBLE PARTY
<p>Are program learning outcomes aligned with employer/business/industry/accreditation agency expectations? If yes: how is this verified? If no, complete action plan/responsibility column. Placement data indicates employability (Refer to Placement Report)</p> <p>Data source:</p> <p>Frequent employers:</p> <p>Quantity/quality of employer feedback(if available):</p> <p>Summary of graduate surveys</p>	<p>year portfolio review). Final portfolio review in April includes approximately 40 working professionals providing critique/feedback to students. Advisory committee feedback.</p> <p>Over 60% of the students who graduated with a Communication Design degree in either Print/Web or New Media found employment in the Communication Design field. Example of positions attained by students:</p> <p>Director of Marketing, Freelance Designer, Photographer, Web Designer, Graphic Designer, Animator, Graphic Design Assistant.</p> <p>Source:</p> <p><a href="https://mync.northampton.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=a396d55e-57b9-4e92-90cc-1a5cd4bc9f35">https://mync.northampton.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=a396d55e-57b9-4e92-90cc-1a5cd4bc9f35</a></p> <p><b>Previous Communication Design students and the positions they attained after graduating:</b></p> <ul style="list-style-type: none"> <li>• Dough Boehm - Creative Director at Crayola,</li> <li>• Dave Meyers - Creative Director at City Center Lehigh Valley</li> <li>• Dannell MacIlwraith - Professor in Communication Design program at Kutztown University</li> <li>• Mandy McEvoy - Graphic Designer at Martin Guitar, <ul style="list-style-type: none"> <li>• James Taylor - Principal JT Design, INC.</li> </ul> </li> <li>• Chris Deving - Graphic Designer at Adams Outdoor Advertising <ul style="list-style-type: none"> <li>• Robert Stevens - Designer at B. Braun, Inc</li> <li>• Cathy Ziegler - Graphic Designer at Crayola</li> </ul> </li> <li>• Michael Ferrari - Creative Director at Celebrity Authentics</li> <li>• Shawn Walsh - President of UnifyInteractive</li> <li>• Joseph Loser -UI Designer at UnifyInteractive</li> <li>• Korey McNulty -Graphic Designer at Blackstone Direct Learning, inc.</li> <li>• Susan Sewell - Graphic Designer at American Mortgage, Inc.</li> </ul>			

# Appendix B Program Maps - Print/Web and New Media

**Program Name:**  
 Communication Design –  
 Print/Web

**Mapping Completion Date:** 11/13/2017  
**Effective Date:**

**Pre-Degree Requirements (if any):**

Program Specific:  
 Reading and Writing  
 Placement:  
 Mathematics  
 Placement:

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS							
<i>Plans can be modified to fit the needs of part-time students by adding more semesters</i>							
				Semester 1			
Course # (listed in preferred order of completion)	Course Title (course title as listed in college catalog)	Credits (credits earned for completion of course)	Degree(s) (degrees where course fulfills a requirement)	Course Type (core/required for program or elective & type)	Gen Ed Requirement (if applicable)	Term/Location Offered (F, W, SP, SU) (Beth, Monroe, Fowler, Online)	Pre-requisites/Co-requisites
COLS 101	College Success	1		FYE			
ARTA 101	Art History Survey	3	AAS	PR		Beth - F, SP, SU Monroe - F, SP Online - F, SP, W, SU	
ARTA 107	Drawing I	3	AAS	PR		Beth - F, SP, SU Monroe - F, SP Fowler - SP	
ARTA 111	Principles of 2D Design and Color	3	AAS	PR		Beth - F, SP Monroe - F	
ARTA 170	Computer Graphics	4	AAS	PR		Beth - F, SP Monroe - F, SP Online - F, SP	
ENGL 101C	English I	3		GE		Beth - F, SP, SU Monroe - F, SP, SU Online - F, SP, SU	
Total Semester Credits:		16					
				Semester 2			
Course #	Course Title	Credits	Degree(s)	Course Type	Gen Ed	Term/Location Offered	Pre-requisites/Co-requisites

ARTA 110	Principles of 3D Design	3	AAS	PR		Beth - F, SP Monroe - F	
ARTA 124	Drawing II	3	AAS	PR		Beth - F Monroe - F, SP	ARTA 107, ARTA 111
ARTA 130	Intro to Web Site Design	3	AAS	PR		Beth - F, SP Monroe - F, SP Online - F, W, SP, SU	ARTA 170
ARTA 180	Digital Design and Typography I	3	AAS	PR		Beth - SP	ARTA 170
ENGL 151L	English II (Literature)	3	AAS, AA	GE		Beth - F, SP, SU Monroe - F, SP, SU Online - F, SP, SU	ENGL 101
Total Semester Credits		15					
<b>Semester 3</b>							
Course #	Course Title	Credits	Degree(s)	Course Type	Gen Ed	Term/Location Offered	Pre-requisites/Co-requisites
ARTA 190	Creative Designs	3	AAS	PR		Beth - F	ARTA 170
ARTA 132	Web Animation	3	AAS	PR		Beth - F Online - F, SP, SU	ARTA 130
ARTA 281	Digital Design and Typography II	3	AAS	PR		Beth - SP	ARTA 180
ARTA 240	Advanced Web Site Design	3	AAS	PR		Beth - F, SP Monroe - SP	ARTA 130
ARTA 282	Digital Photography	3	AAS	PR		Beth - F, SP Online - F, SP	ARTA 170
Total Semester Credits		15					
Total Degree Credits:		65					

**Notes:**

- Suggested Electives: ARTA 131, 136, 164 or 256.
- One course should be designated as Diversity and Global Awareness (D).
- Students must take one Social Science Elective (SIT or SSHB) in a Writing Intensive (WI) section.
- Computer competencies and mathematics outcomes are included in various courses in this program. Thus, completing the program automatically satisfies the computing and mathematics requirements for this program.
- This program requires attendance of day classes and cannot be completed taking only evening classes.



## **Hands-On Learning**

Northampton's Communication Design program offers you a well-balanced education through classroom and computer lab learning experiences under the supervision of talented and experienced instructors, in the College's state-of-the-art facilities. This education will be critical when you enter the workforce or transfer to baccalaureate degree programs.

## **Who should apply for this program?**

- High school graduates.
- College students.
- Individuals presently employed in the communications field seeking an opportunity to upgrade current skills and knowledge.
- Individuals considering a career change.

## **Job Opportunities**

As a graduate of the Communication Design you can expect to find employment as a graphic designer, computer graphics artist, free-lance designer, web designer, or new media designer with such employers as advertising agencies, graphic design studios, newspapers, publication companies, in-house corporate communication departments, to name a few.

## **Program Narrative:**

Communication design is a dynamic and growing profession in the media marketplace. Development in new Internet technology and capabilities, as well as the proliferation of PDAs, require people with interactive design skills and knowledge to create content for these new communication networks. The Communication Design program will assist you in developing the creative, conceptual and technical skills necessary to meet the challenge of digital, print, and social media marketplaces and will offer the opportunity to gain employment in the field, or to transfer to a four-year institution. You'll be prepared to work within the social networking world of Twitter and Facebook; you'll know how to launch ideas and apps through smart phones and tablets.

The program offers students an opportunity to select a 'specialized track' in their second year of studies – either Print/Web or New Media.

## **Program Learning Outcomes:**

The goal of the Communication Design program is to prepare students for successful job entry into the Communication Design field or to prepare them for transfer to a 4 - year baccalaureate program at a college/university. The Communication Design curriculum combines foundation studio courses in art and design principles, specialized design courses in professional practices and computer graphics training, as it pertains to the Communication Design profession. Upon completion of the program, students will have developed a clear and demonstrable understanding of the core technical, conceptual and aesthetic issues of the area of studies.

Students will assemble a portfolio drawn from examples of coursework, in preparation for a job search within the Communication Design discipline or transfer to a 4 - year college or university program. Following are descriptions of the desired *core outcomes* covered throughout the program, categories of *measures* for evaluation and the *levels of competency/grade criteria* for assessment.

### **PROGRAM OUTCOME 1: *Media, Techniques and Applications, Craftsmanship***

Students understand basic art *media* (materials) and can create artworks demonstrating acquired core *techniques and their applications* (skills using various tools and equipment) with proficient *craftsmanship* (appropriate control and refinement.)

**PROGRAM OUTCOME 2: *Design and Creativity***

Students demonstrate an understanding of *Design* (form and its organization) by their use of the *Elements of Art* (line, shape/mass, value, color, texture, space, time) and can apply the *Principles of Organization* (harmony, variety, balance, proportion, dominance, movement and economy) to produce artworks with a strong sense of *unity*. Students show *Creativity* (the process of synthesizing understanding and imagination) in their design solutions on issues of *form, style, and content*.

**PROGRAM OUTCOME 3: *Terminology, Critical Thinking Skills, Critique***

Students recognize and are able to use the *technical* and *aesthetic terminology* of communication design. Students develop and use *critical thinking skills* and are able to analyze artworks, both verbally and in writing. Students can *critique* their own work and that of their peers within the wider context of historical and contemporary visual culture.

**PROGRAM OUTCOME 4: *Professional Preparedness, Proficiency, Marketing and Advertising, Portfolio***

- Students demonstrate an understanding of the design industries *best - practices* and *theories* that reflect *current cultural trends* to *professionally prepare* them for an entry - level position or enable them to transfer to a baccalaureate level Communication Design Program.
- Students work exhibits *proficiency* in both *design* and the *technical* aspects of multimedia including: print, web, and motion design
- Students understand basic principles and practices of *marketing and advertising*.
- Students create a professional design *portfolio* (hard copy and web) and professional identity system.

**Transfer Information:**

NCC Communication Design graduates have transferred to:

- Cedar Crest College
- Kutztown University
- Moravian College
- School of Visual (NYC)
- Pratt Institute (NYC)
- Tyler School of Art at Temple University
- University of the Arts
- Savannah College of Art and Design
- Ringling College of Art and Design
- Academy of Art University
- Rochester Institute of Technology
- Columbus College of Art and Design

**Career Information:**

Designers are creative thinkers & visual problem solvers who create graphic solutions. NCC offers talented students a solid education in the elements and principles of art, editorial design layout, typographic design, photography, web design, 3D computer animation and motion graphics. The curriculum prepares students with real-world, hands-on projects that address current industry trends and needs.

Graphic designers prepare artwork for many purposes, from video game design to web animation or print media. The designer's process is a fascinating one, involving analyzing, brainstorming, and

developing concepts that are “outside the box” and address the client’s needs to market to a target audience in a visually compelling way. NCC invites students to sink their teeth into the hands-on learning and well-balanced education they’ll receive through classroom and laboratory learning experiences.

Communication Design students exhibit their creative designs in Communications Hall and on the NCC Art Department web site (art.northampton.edu). An annual portfolio review is the capstone experience in the Communication Design program. During this portfolio review, students have an opportunity to showcase their digital portfolios to professionals in the communication design industry in the Lehigh Valley.

Graphic designers create visual concepts, by hand or using computer software, to communicate ideas that inspire, inform, or captivate consumers. They help to make an organization recognizable by selecting color, images, or logo designs that represent a particular idea or identity to be used in advertising and promotions. Most of these workers are employed in specialized design services, publishing, or advertising, public relations and related services. According to the United States Department of Labor’s Bureau of Labor Statistics ([bls.gov](http://bls.gov)), employment of graphic designers is projected to increase by 13 percent by 2020, about as fast as the average for all occupations.

**Career Potential:** Assistant Art Director, Computer Graphic Artist, Newspaper/Magazine layout, Package Design, Pre-Press Technician, Illustrator, Web Designer, Corporate Communications Designer and Animator.

### SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

*Plans can be modified to fit the needs of part-time students by adding more semesters*

Semester 1							
Course # (listed in preferred order of completion)	Course Title (course title as listed in college catalog)	Credits (credits earned for completion of course)	Degree(s) (degrees where course fulfills a requirement)	Course Type (core/required for program or elective & type)	Gen Ed Requirement (if applicable)	Term/Location Offered (F, W, SP, SU) (Beth, Monroe, Fowler, Online)	Pre-requisites/Co-requisites
COLS 101	College Success	1		FYE			
ARTA 101	Art History Survey	3	AAS	PR		Beth - F, SP, SU Monroe - F, SP Online - F, SP, W, SU	
ARTA 107	Drawing I	3	AAS	PR		Beth - F, SP, SU Monroe - F, SP Fowler - SP	
ARTA 111	Principles of 2D Design and Color	3	AAS	PR		Beth - F, SP Monroe - F	
ARTA 170	Computer Graphics	4	AAS	PR		Beth - F, SP Monroe - F, SP Online - F, SP	
ENGL 101C	English I	3		GE		Beth - F, SP, SU Monroe - F, SP, SU Online - F, SP, SU	
Total Semester Credits:		16					
Semester 2							
Course #	Course Title	Credits	Degree(s)	Course Type	Gen Ed	Term/Location Offered	Pre-requisites/Co-requisites
ARTA 110	Principles of 3D Design	3	AAS	PR		Beth - F, SP Monroe - F	

ARTA 124	Drawing II	3	AAS	PR		Beth - F Monroe - F, SP	ARTA 107, ARTA 111
ARTA 130	Intro to Web Site Design	3	AAS	PR		Beth - F, SP Monroe - F, SP Online - F, W, SP, SU	ARTA 170
ARTA 180	Digital Design and Typography I	3	AAS	PR		Beth - SP	ARTA 170
ENGL 151L	English II (Literature)	3	AAS, AA	GE		Beth - F, SP, SU Monroe - F, SP, SU Online - F, SP, SU	ENGL 101
Total Semester Credits		15					
<b>Semester 3</b>							
Course #	Course Title	Credits	Degree(s)	Course Type	Gen Ed	Term/Location Offered	Pre-requisites/Co-requisites
ARTA 131	Intro to 3D Computer Animation	3	AAS	PR		Beth - F	ARTA 170
ARTA 132	Web Animation	3	AAS	PR		Beth - F Online - F, SP, SU	ARTA 130
ARTA 281	Digital Design and Typography II	3	AAS	PR		Beth - SP	ARTA 180
ARTA 230	New Media Theory and Practice	3	AAS	PR		Beth - F	ARTA 170
CMTH 102	Speech Communication	3	AAS, AA	GE		Beth - F, SP, SU Monroe - F, SP, SU Online - F, SP, SU	
ARTA 240	Advanced Web Site Design	3	AAS	SE		Beth - F, SP Monroe - SP	ARTA 170
Total Semester Credits		18					
<b>Semester 4</b>							
Course #	Course Title	Credits	Degree(s)	Course Type	Gen Ed	Term/Location Offered	Pre-requisites/Co-requisites
ARTA 233	Advanced 3D Computer Animation	3	AAS	PR		Beth - SP	ARTA 131
ARTA 236	Interactive Design	3	AAS	PR		Beth - SP	ARTA 132
ARTA 231	New Media Productions	3	AAS	PR		Beth - SP	ARTA 230
ARTA 285	Portfolio Workshop	3	AAS	PR		Beth - SP	ARTA 281
SOCA102	Cultural Anthropology	3	AAS, AA	SE	CT, D, SIT	Beth - F, SP Monroe - F, SP Online - F, SP, SU	
PSYC103	Introduction to Psychology	3	AAS, AA	SE	SSHB, WI	Beth - F, SP Monroe - F, SP Online - F, SP, SU	ENGL 101
Total Semester Credits:		18					
Total Degree Credits:		67					

## Appendix C Program Curriculum Map

### COMMUNICATION DESIGN PROGRAM

#### PROGRAM CURRICULUM MAP

#### ALIGNING PROGRAM LEARNING OUTCOMES with INDIVIDUAL COURSE LEARNING OUTCOMES

For each learning outcome, identify what specific course addresses the specific outcome. Then mark

“**I**” for a learning outcome that is introduced (*addressed for the first time*),

“**R**” for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and

“**E**” for a learning outcome that is emphasized (*addressed in a major way*) under each specific course.

NOTE: Not every course will necessarily address every learning outcome.

Learning Outcomes I=Introduced E=Emphasized R=Reinforced	ARTA 170	ARTA 130	ARTA 180	ARTA 181	ARTA 285	ARTA 140
1. <b>Media, Techniques and Applications, Craftsmanship</b> - Students understand basic art <b>media</b> (materials) and can create artworks demonstrating acquired core <b>techniques and their applications</b> (skills using various tools and equipment) with proficient <b>craftsmanship</b> (appropriate control and refinement.)	I	I	I	E, R	R	E, R
2. <b>Design and Creativity</b> - Students demonstrate an understanding of <b>Design</b> (form and its organization) by their use of the <b>Elements of Art</b> (line, shape/mass, value, color, texture, space, time) and can apply the <b>Principles of Organization</b> (harmony, variety, balance, proportion, dominance, movement and economy) to produce artworks with a strong sense of <b>unity</b> . Students show <b>Creativity</b> (the process of synthesizing understanding and imagination) in their design solutions on issues of <b>form, style, and content</b> .	I	I	I	E, R	E	E, R

**Learning Outcomes (continued)**

“**T**” for a learning outcome that is introduced (*addressed for the first time*),

“**R**” for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and

“**E**” for a learning outcome that is emphasized (*addressed in a major way*) under each specific course.

NOTE: Not every course will necessarily address every learning outcome.

<p><b>3. Terminology, Critical Thinking Skills, Critique</b> -Students recognize and are able to use the <i>technical</i> and <i>aesthetic terminology</i> of communication design. Students develop and use <b>critical thinking skills</b> and are able to analyze artworks, both verbally and in writing. Students can <b>critique</b> their own work and that of their peers within the wider context of historical and contemporary visual culture.</p>	I	I	I	R, E	I	E, R
<p><b>4. Professional Preparedness, Proficiency, Marketing and Advertising, Portfolio</b>- A. Students demonstrate an understanding of the design industries <i>best-practices</i> and <i>theories</i> that reflect <i>current cultural trends</i> to <b>professionally prepare</b> them for an entry-level position or enable them to transfer to a baccalaureate level Communication Design Program. B. Students work exhibits <b>proficiency</b> in both <i>design</i> and the <i>technical</i> aspects of multimedia including: print, web, and motion design. <b>C.</b> Students understand basic principles and practices of <b>marketing and advertising</b>. D. Students create a professional design <b>portfolio</b> (hard copy and web) and professional identity system.</p>					I, E	

## Appendix D Communication Design AAS Degree Program Core Outcomes

### NCC Communication Design Program Assessment Associate in Applied Science Degree

The goal of the Communication Design program is to prepare students for successful job entry into the Communication Design field or to prepare them for transfer to a 4-year baccalaureate program at a college/university. The Communication Design curriculum combines studio courses in fundamental art principles, specialized design courses in professional practices and computer graphics training, as it pertains to the Communication Design field. Upon completion of the program, students will have developed a clear and demonstrable understanding of the core technical, conceptual and aesthetic issues of the area of studies.

Students will assemble a portfolio drawn from examples of all coursework, in preparation for a job search within the Communication Design discipline or transfer to a 4-year program.

Following are descriptions of the desired *core outcomes* covered throughout the program, categories of *measures* for evaluation and the *levels of competency/grade criteria* for assessment.

#### CORE OUTCOME 1: *Media, Techniques and Applications, Craftsmanship*

1. Students understand basic art *media* (materials) and can create artworks demonstrating acquired core *techniques and their applications* (skills using various tools and equipment) with proficient *craftsmanship* (appropriate control and refinement.)

#### LEVELS OF COMPETENCY/GRADE CRITERIA

<u>Measure:</u>	<u>Superior: A</u>	<u>Good: B</u>	<u>Passable: C</u>	<u>Deficient: D/F</u>
Media	Demonstrates a superior understanding of art materials and tools	Demonstrates a good understanding of art materials and tools	Demonstrates some understanding of art materials and tools	Fails to demonstrate adequate understanding of art materials and tools
Techniques & Applications	Demonstrates superior core technical skills and a clear understanding of their use.	Demonstrates good core technical skills and an understanding of their use.	Demonstrates some core technical skills and an understanding of their use.	Fails to demonstrate adequate technical skills and an understanding of their use.
Craftsmanship	Demonstrates superior control of materials and exceptional attention to details	Demonstrates good control of materials and attention to most details	Demonstrates moderate control of materials and attention to some details	Fails to demonstrate adequate control of materials and attention to details

## CORE OUTCOME 2: *Design and Creativity*

Students demonstrate an understanding of **Design** (form and its organization) by their use of the *Elements of Art* (line, shape/mass, value, color, texture, space, time) and can apply the *Principles of Organization* (harmony, variety, balance, proportion, dominance, movement and economy) to produce artworks with a strong sense of *unity*. Students show **Creativity** (the process of synthesizing understanding and imagination) in their design solutions on issues of *form, style, and content*.

### LEVELS OF COMPETENCY/GRADE CRITERIA

<u>Measure:</u>	<u>Superior: A</u>	<u>Good: B</u>	<u>Passable: C</u>	<u>Deficient: D/F</u>
Design	Demonstrates a superior understanding of each of the Elements of Art and can clearly apply all of the Principles of Organization to their artwork	Demonstrates a good understanding of most of the Elements of Art and can apply most of the Principles of Organization to their artwork	Demonstrates some understanding of the Elements of Art and can apply some of the Principles of Organization to their artwork	Fails to demonstrate adequate understanding of the Elements of Art and cannot apply the Principles of Organization to their artwork
Creativity	Demonstrates a superior conceptual effort towards solutions to form, style and content.	Demonstrates a good conceptual effort towards solutions to form, style and content.	Demonstrates some conceptual effort towards solutions to form, style and content.	Fails to demonstrate adequate conceptual effort towards solutions to form, style and content.

## CORE OUTCOME 3: *Terminology, Critical Thinking Skills, Critique*

Students recognize and are able to use the *technical* and *aesthetic terminology* of graphic design and new media arts. Students develop and use **critical thinking skills** and are able to analyze artworks, both verbally and in writing. Students can **critique** their own work and that of their peers within the wider context of historical and contemporary visual culture.

<u>Measure:</u>	<u>Superior: A</u>	<u>Good: B</u>	<u>Passable: C</u>	<u>Deficient: D/F</u>
Terminology	Demonstrates a superior understanding of technical and aesthetic terminology	Demonstrates a good understanding of technical and aesthetic terminology	Demonstrates some understanding of technical and aesthetic terminology	Fails to demonstrate adequate understanding of technical and aesthetic terminology
Critical Thinking Skills	Demonstrates a superior awareness of visual culture issues and can clearly analyze artworks (verbal & written) within that context	Demonstrates a good awareness of visual culture issues and can provide some analysis of artworks (verbal & written) within that context	Demonstrates some awareness of visual culture issues and can occasionally analyze artworks (verbal & written) within that context	Fails to demonstrate awareness of visual culture issues and analyze, artworks (verbal & written) within that context



Critique	Demonstrates superior and insightful analytical skills when discussing their own work and that of their peers	Demonstrates good analytical skills when discussing their own work and that of their peers	Demonstrates some analytical skills when discussing their own work and that of their peers	Fails to demonstrate adequate analytical skills when discussing their own work and that of their peers
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## EVELS OF COMPETENCY/GRADE CRITERIA

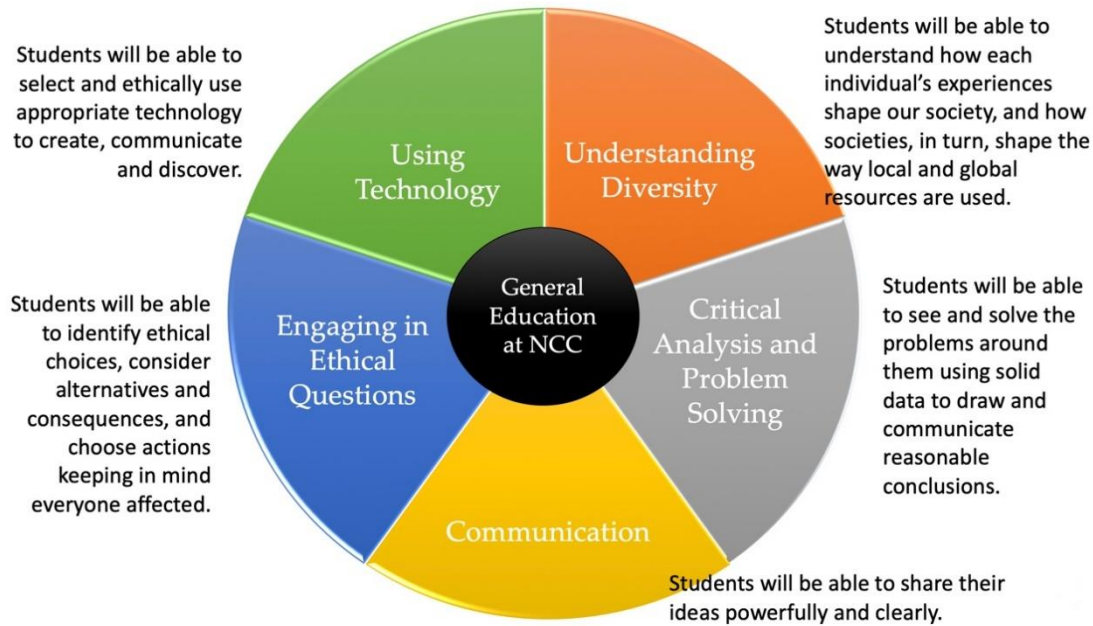
### CORE OUTCOME 4: *Professional Preparedness, Proficiency, Marketing and Advertising, Portfolio*

- E. Students demonstrate an understanding of the design industries *best-practices* and *theories* that reflect *current cultural trends* to **professionally prepare** them for an entry-level position or enable them to transfer to a baccalaureate level Communication Design Program.
- F. Students work exhibits **proficiency** in both *design* and the *technical* aspects of multimedia including: print, web, and motion design
- G. Students understand basic principles and practices of **marketing and advertising**.
- H. Students create a professional design **portfolio** (hard copy and web) and professional identity kit.
- I.

## LEVELS OF COMPETENCY/GRADE CRITERIA

<u>Measure:</u>	<u>Superior: A</u>	<u>Good: B</u>	<u>Passable: C</u>	<u>Deficient: D/F</u>
A. Professional Preparedness	Demonstrates a superior understanding of the best-practices and theories that reflect current cultural trends	Demonstrates a good understanding of the best-practices and theories that reflect current cultural trends	Demonstrates some understanding of the best-practices and theories that reflect current cultural trends	Fails to demonstrate an adequate understanding of the best-practices and theories that reflect current cultural trends
B. Proficiency	Demonstrates a superior understanding of both design and the technical aspects of multimedia	Demonstrates a good understanding of both design and the technical aspects of multimedia	Demonstrates some understanding of both design and the technical aspects of multimedia	Fails to demonstrate an understanding of both design and the technical aspects of multimedia
C. Marketing & Advertising	Demonstrates superior understanding of the basic principles and practices of marketing and advertising	Demonstrates good understanding of the basic principles and practices of marketing and advertising	Demonstrates some understanding of the basic principles and practices of marketing and advertising	Fails to demonstrate an understanding of the basic principles and practices of marketing and advertising
D. Portfolio	Demonstrates a superior professional design portfolio and identity kit.	Demonstrates a good professional design portfolio and identity kit.	Demonstrates some professional design portfolio and identity kit.	Fails to demonstrate professional design portfolio and identity kit.

## Appendix E General Education Key Abilities Map



### ***Communication Design General Education Key Abilities Map***

	ARTA 101 Art History	ARTA 130 Web Site Design	ARTA 170 Computer Graphics	ARTA 180 Design and Type I	ARTA 285 Portfolio Workshop
<b>Communication</b>	<b>A</b>	<b>A</b>	<b>A</b>		<b>A</b>
<b>Technology</b>		<b>A</b>	<b>A</b>		<b>A</b>
<b>Ethical Reasoning</b>	<b>A</b>			<b>A</b>	
<b>Diversity</b>	<b>A</b>			<b>A</b>	
<b>Critical Thinking</b>			<b>A</b>	<b>A</b>	<b>A</b>

= END =