

INTRODUCTION: HISTORY AND MISSION OF THE YAVAPAI COLLEGE GRAPHIC DESIGN PROGRAM

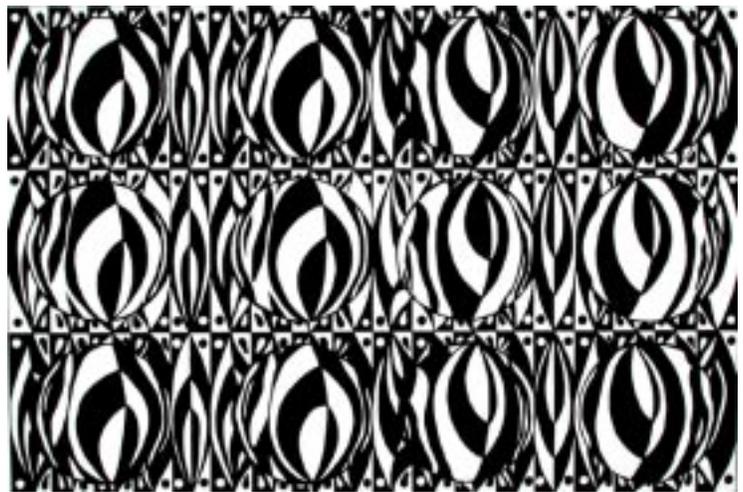
The mission of the Graphic Design Program is to provide high quality, convenient and cost effective learning opportunities within the courses, certificate and degree programs available in Graphic Design at Yavapai College. The Graphic Design Program defines itself as one that focuses on learning outcomes and student centered instruction. In addition to addressing the formal curricular responsibilities within our discipline, we champion the philosophy of continuous learning, facilitating a spirit, enthusiasm, and interest in lifelong learning. We integrate opportunities from both within and without campus walls. In addition to classroom, studio and on-line course offerings we provide our students with opportunities to learn from local industry and community organizations.

The Graphic Design Degree program prepares students for employment in entry-level positions in commercial art and advertising fields. This degree program provides students with the knowledge of design principles and the desktop publishing skills required for employment in today's job market. Currently, the Graphic Design Advanced Certificate program prepares students for entry-level employment in small printing and design firms.

Courses and curricula within the Graphic Design Program prepare adult learners for active participation in developing careers and opportunities for their own entrepreneurial endeavors. Graphic Design courses are open to community members interested in developing their skills in current software and design applications. We welcome the advantage of classrooms enhanced with diverse experience, skill, and interest, and we build on the variety of these perspectives and values.

The enrollment in Graphic Design courses averaged 15 to 17 students per section from 1995 to 2000. However we experience a continued increase in enrollment and completion in the courses since the addition of a fulltime Graphic Design coordinator/instructor. More classes now see registration and completion of the appropriate capacity of 22. This growth is evidenced by the increase in fulltime student enrollment figures. Total FTSE generated for the Fall semester 1999 equaled 70.7. The Spring semester of 2000 produced 87.3 FTSE. We anticipate the same developing interest in commercial/digital photography focus now that we have the support of a fulltime photography instructor. As we address the academic and industry needs in our program, our growth and development follows.

The history of the Graphic Design Program is rich with adaptation and change. Dr. Glen Peterson created the program in 1973 in concert with the institution's Design Services department. This partnership enabled students to learn from a productive model and provided Yavapai College with a functioning entity. Since its very first year of existence, the Graphic Design program has met the ever-changing technological demands of the industry. From manual layout and paste-up camera-ready copy to software imaging and digital photography, our program has always been one focused on learning outcomes and the demonstration of acquired skills necessary for success in the Graphic Design profession. Our development is continuously driven by research in technology, industry standards, student success, and continuous self-assessment.



Pen and ink design by Yoko Iimoro.

CURRICULUM ANALYSIS

Current process used to review curriculum: Advisory group, student and supervisor evaluations, exchange of ideas with other YC entities (Art Department Faculty, Design Services, Sedona Center), trade magazines and organizations, and viewing exhibitions of current design trends.

YC Current Student Survey Graphic Design, Spring 2000

PRIMARY SHORT-TERM GOAL:

Prepare for first job/career	20%
Prepare for transfer to a four-year college	33%
Acquire/improve skill for present job or for personal interest	13%
Prepare for different job/career	20%

PRIMARY LONG-TERM GOAL:

Degree from other than YC	13%
Associates (Two-year degree)	73%

Source: Current Student Survey, Graphic Design: Office of Institutional Planning, Research, and Assessment.

EMPLOYMENT: Program Strengths

Graphic Design Advisory Group meets yearly to review trends in the field of graphic design in the following areas:

- Local, regional, and national job market
- Career fields: changes in current career fields and newly-developing fields within the design industry
- Basic skills required for entry level positions
- Changes in technology and software programs used in the industry

EMPLOYMENT: Concerns

- Although the current program is strong, we need to adjust program requirements to reflect changes in the industry. These adjustments are addressed in the section listing proposed degree-requirement changes beginning on page 7.
- Current Advanced Graphic Design Certificate must be updated in order to adequately prepare students for basic employment in the field. These adjustments are addressed in the section listing proposed changes in the certificate requirements.
- Need to develop a strong internship program for advanced students in the degree program to provide opportunities to develop and apply skills and acquire work experience during the degree process.
- Need to integrate more actual client-based assignments into our courses and internship credit that can be applied to, but is not required for, degree credit.
- Need to schedule classes in ways that support those who are employed fulltime.

EMPLOYMENT: Recommendations

- Revise all emphasis areas in the Graphic Design Degree Program to reflect current and future skills needed to be successful in the design industry.
- Revise the Advanced Graphic Design Certificate to reflect the basic requirements for an entry-level design position in small print firms.
- Explore the feasibility of developing a basic graphic design certificate for administrative assistants, office managers, and small business owners. Anecdotal evidence has been gathered to support this certificate; work in concert with IR to develop a survey instrument to determine needs of community members in jobs that require design skills but are not traditional design positions.

- Add three new courses in the Digital Photography area. These courses will address gaps in the lifelong learning/community needs area but also could be considered for inclusion in the degree program within the digital photography emphasis.

Fundamentals of Digital Photography: An introductory level course that will emphasize basic principles of photography and design as well as the mechanics of digital cameras. This could possibly be designed as an on-line course.

Intermediate Adobe Photoshop: A course based on exploration of advanced techniques and projects. Currently 66 people register for ART 137 each semester. At present we have nothing to offer those who want to go further in their study of the software program. Prerequisites of ART 137 and either ART 150 or Fundamentals of Digital would be required for students taking this course. Commercial and fine art applications.

Digital Photomontage: Students have expressed an interest in an advanced illustration course using computer software programs. This course should have the prerequisites of either ART 256 or Intermediate Adobe Photoshop suggested above.

ARTICULATION: Strengths

- Attend yearly articulation task force meetings to determine changes in university fine art and graphic design programs that affect the transferability of YC gen ed and graphic design courses.
- Review all course offerings to ensure relevance to current design curricula in other institutions and make curriculum changes as needed.
- Communicate with graphic design program directors at ASU, NAU, and UofA to maintain a continuing dialogue with them. Reviewed our program offerings with Tom Knights at NAU and Barry Maid at ASU East.
- Meet with advisors in YC Counseling Office to determine what adjustments need to be made in the graphic design degree program to accommodate transfer requirements in general studies areas.

ARTICULATION: Concerns

- NAU has reorganized. Their Graphic Design degree is no longer offered through the School of Art. It is now a part of the School of Visual Communications. Many of our design courses no longer transfer into their program; many others serve only as department electives.
- Students attending YC for two years and then transferring to NAU may not be able to complete their degree in four years. At present, our advisors work with students to accommodate NAU's changes, but it will be very difficult for our program to maintain the seamless transfer of all credits that was possible in the past.

ARTICULATION: Recommendations

- Explore ways to maximize our students' experiences at YC to prepare them for NAU's program without sacrificing the broader employment emphasis of our degree program.
- Develop partnership with ASU East for easy transfer of all graphic design program credits.
- Collaborate with YC English department and ASU East to develop a Technical Writing and Graphic Communication certificate that will transfer directly into the four-year degree at ASU East.



Graphic design students Lauren Hill, Misty Lopez, and Amber Gallup view portfolios.

LIFELONG LEARNING/COMMUNITY NEEDS HIGH SCHOOL ARTICULATION: Strengths

Through information acquired in advisory group and articulation meetings, as well as participation in the Arizona TechPrep Consortium, the Graphic Design Program currently addresses needs of lifelong learners, community members, and high school students:

- Provide state of the art software specific courses for basic skill development in commonly used programs such as Photoshop, Dreamweaver and Digital Photography.
- Provide publicity materials for different YC departments as part of students' coursework. To date students have developed materials for the English, Communications, Athletics, and Music departments.
- Provide support for the YC RoughWriter student newspaper through a paid graphic production internship for advanced Graphic Design students. This internship provides a service to the college and gives the student valuable work experience as well as contact with professional newspaper staff.
- Upgrade skills for current designers with particular emphasis on software programs.
- Advise reentry students to determine curriculum adjustments that will integrate their life experiences and transferable skills with program requirements.
- Maintain four TechPrep agreements with the two county high schools that offer graphic design courses to their juniors and seniors.
- Maintain communication links established with instructors at Bradshaw Mountain High School, Chino Valley High School, and Mingus Union High School.

LIFELONG LEARNING/COMMUNITY NEEDS/HIGH SCHOOL ARTICULATION: Concerns/Recommendations

- Current space limitations sometimes makes it difficult to meet demands for community courses as well as courses that meet degree requirements.
- Work with community businesses and organizations to determine instruction targeted toward their specific needs. Identify appropriate avenues for establishment of these courses.
- Free up computer space in the current Visual and Performing Arts instructional lab by removing the keyboards used by the Music Department. Increase computer stations from 14 to 22 in existing space.
- Develop three new digital imaging courses to address life-long learning interests. See details on page 3.
- Create a second instructional computer lab with 22 computer stations, to increase our capacity to offer more sections of current courses and add other computer-rich courses such as web animation to our curriculum.

YC Graphic Design graduates can choose from a wide range of employment opportunities in the region. A sampling of job opportunities include:

Graphic designer
Advertising designer
Art director
Web designer
Multimedia presentation designers
Newspaper paginator
Newspaper ad layout designer
Electronic pre-press technician
Paper and printing company sales representative
Illustrator
Freelance designer
Software specialist
Fine artist
Book designer and production artist
Magazine designer and production artist
Museum display designer
Commercial print firm designer and pre-press technician
Cartoonist
Administrative assistant
Office manager with design responsibilities

GRAPHIC DESIGN DEGREE PROGRAM COURSE REQUIREMENTS

Historically, the Graphic Design Degree Program has done an excellent job of keeping current with trends in the design industry. Program review provides an excellent vehicle for reviewing and updating courses to reflect current industry standards as well as anticipating future trends in an industry experiencing major technological changes.

DEGREE PROGRAM COURSE REQUIREMENTS: Strengths

- The degree program is attractive to a wide audience because it prepares students for work in a fast-growing and technology-rich career field with many regional employment opportunities.
- A wide range of courses provide students with concept and design skills needed for an entry-level position in the graphic design field. In general, graduates with strong design skills and good work habits can quickly move up to higher paying positions as they gain work experience.
- The program maintains a minimum enrollment of 40 students per semester and has done so over a five year period.
- We participate in four Arizona TechPrep agreements with two county high schools. These programs give students college credit for coursework done in high school, helping to make a seamless transition into the Graphic Design degree program at YC.
- We establish and maintain communication links with high school instructors. In 2000, art students from Bradshaw Mountain High School attended a YC portfolio presentation by a nationally known illustrator. A Graphic Design Careers Workshop offered in January 2001 provided interested students from three county high schools with a hands-on design experience in our classrooms. The program coordinator serves on an advisory committee for Bradshaw Mountain High School's graphic design classes. The coordinator also judged design work at a local high school competition in Spring 2001. These activities not only bring students into our classrooms; they also provide communication opportunities to open pathways between the high schools and YC.
- Courses emphasize real-world skills and applications.
- Students may choose courses that focus on a specific emphasis within the graphic design field.
- Software programs reflect industry standards. An effort is made to introduce new program upgrades and tutorials as soon as they become available.
- State-of-the-art computer equipment and peripherals in place for beginning of Fall 2001 semester provide students with systems comparable to those used in the workplace. Students are exposed to both MAC and PC platforms in their class assignments.
- Graphic Design courses are unified by a common vocabulary. Increasingly complex skills are taught in a sequential progression while also acknowledging and utilizing skills that some students have when entering the program.
- Students develop a wide range of portfolio materials throughout their course of study. Most designers gain employment based on the quality of work in their portfolios at all levels of employment.

According to a survey taken in Spring 2000, only 8% of our students' decisions to attend Yavapai College were influenced by their high school counselors and teachers. Improved communication through AZ TechPrep and special activities has resulted in an increased number of students entering the Graphic Design program directly from area high schools in the fall of 2001.

Source: Current Student Survey, Graphic Design: Office of Institutional Planning, Research, and Assessment.

DEGREE PROGRAM COURSE REQUIREMENTS: Concerns

- The graphic design field has experienced major technology changes in recent years. Many courses that were relevant a few years ago are no longer applicable. Courses required for the program need to reflect the changes. For example, airbrush in print or electronic projects is no longer done manually. The process has been streamlined by using Adobe Photoshop features in the place of traditional airbrush equipment. Our students would be better served to learn advanced techniques in Photoshop than to take a traditional airbrush course.
- Students are required to learn complex software programs because the industry demands those skills in most entry-level positions. There is a danger that our offerings will become too strongly based in technology at the cost of de-emphasizing the design principles also needed in the field. There is also a concern that students will not have creative experiences using traditional artmaking processes and materials.
- At present we are experiencing space and computer lab limitations because of the high interest in the field and in our course offerings. Current lab has space for only 14 computers; we need to increase our number of computers to 22 to provide systems for each student in many required graphic design courses.
- Although marketing principles are included in several of the graphic design courses, students would benefit from a more comprehensive course that addresses marketing concepts and communications.
- In recent years, the need for basic graphic design skills has increased in jobs not normally considered to be design related, i.e., administrative assistants, small business owners, office managers, etc. Students who are employed or seeking employment in these areas can gain skills in our current program, but at present there are very few opportunities to learn design skills specifically for their purposes.

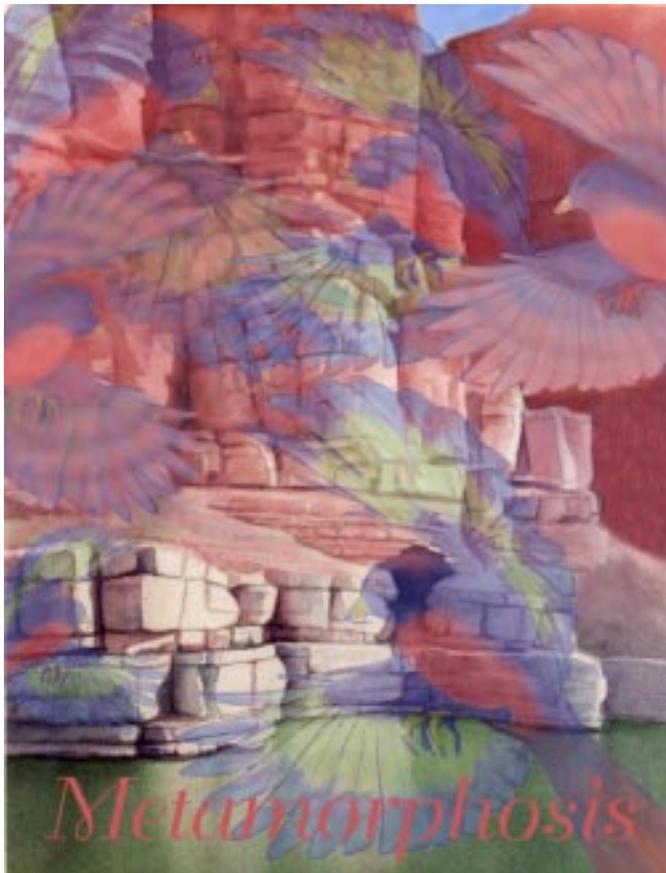


Image designed and produced using Photoshop 6.0 software, by graphic design student, Barbara Peakes.

GRAPHIC DESIGN DEGREE PROGRAM: Proposed Curriculum Changes

Proposed changes to the Graphic Design Degree Program requirements are based on the following justifications:

General Education Requirements:

Area Studies/Social Science (3): Add COM 100/Intro to Human Communications as an option. It is common for a graphic designer to work with a number of people in daily work situations. They need to have strong communication skills to present their ideas, work with clients, and collaborate with printers and marketing representatives.

Graphic Design Requirements:

ART 200/Art History I. Add the option of substituting ART 202/20th Century Art for this course for AAS degree-seeking students. The study of 20th Century Art is relevant to graphic designers because many of the contemporary design styles and principles are based on art movements of this period, especially Cubism, Constructivism, Photography, Bauhaus design, Abstract Expressionism, Minimalism, and Pop Art. ART 202 does not transfer to Arizona universities as part of the Foundation Core transfer block. Students who plan to transfer to an Arizona university should consider taking ART 200/Art History I in order to transfer the credits.

ART 234/Advanced Electronic Projects. Change course title to *Advanced Graphic Design Projects*. Virtually all graphic design projects are done electronically; no need to emphasize that word in the course title. Activities done in the class are advanced graphic design projects.

ART 235/Magazine Production. Add the alternative option of instructor-approved internship. The purpose of this course requirement is to provide advanced study in printing production processes. An internship in a printing or design firm would expose students to similar production processes with the added benefit of an actual employment setting. Students with web page design emphasis could do a web-related internship.

Graphic Design Related Requirements in selected emphases:

Design Emphasis:

Add COM 210/Introduction to Marketing Communications. An understanding of basic marketing principles will provide design students with highly valuable skills used in every area of the field. In particular, designers work directly with clients to determine the best marketing approach for their needs; projects can be designed for a specific market, and design and marketing principles are used in the actual design and layout of the printed piece.

Delete ART 133/Calligraphy I. This course has traditionally been included in the emphasis requirements as an introduction to letterforms and designing with type. Most of the class activities also emphasize rendering the letterforms with ink. Type design principles have now been included in Graphic Design I and II courses; the computer has replaced most of the calligraphy applications related to the commercial field of type design. Calligraphy has merit as a fine art course and should be maintained in the course bank for that purpose.

Illustration Emphasis: This program emphasis was deleted from the 2001-2002 catalog in order to restructure it to meet current industry needs. The following courses are proposed as an updated illustration emphasis.

ART 111/Drawing II. Will provide advanced study in drawing techniques used in the illustration field.

ART 160/Printmaking I or ART 162/Monoprint I. These courses will provide an introduction to printmaking processes that can be used in the illustration field. Advanced drawing/painting techniques are also explored. These courses provide an introduction to mixing and applying printers' inks, use of printing presses, and platemaking using computer-generated four-color plates for use in the ImageOn printing process.

GRAPHIC DESIGN DEGREE PROGRAM: Proposed Curriculum Changes, continued

ART 166/Small Handmade Books. This course focuses on concept and design of handmade books. Students gain experience in actual production and binding processes as well as various painting and drawing techniques used to render images used in book illustration.

ART 210/Life Drawing I. Students gain experience drawing from the figure, a skill commonly used by illustrators.

Web Page Design Emphasis:

ART 109/HTML Tags for Page Design has been redesigned and is offered online.

Delete CSA 168/JAVA Programming. Web page design software incorporates JAVA programming in its functions. Although there might still be some benefit to learning JAVA, it is not essential for basic skills in web page design.

Add Com 210/Introduction to Marketing Communications. An understanding of basic marketing principles will provide design students with highly valuable skills used in every area of the design field. In particular, designers work directly with clients to determine the best marketing approach for their websites; sites can be designed for a specific market, and design and marketing principles are used in the actual design, function, and layout of the website.

Add DMA/210 Web Animation. This course will enhance basic web animation skills learned in ART 130/Website Design. Students will work with industry standard software. At this time the course is offered only at the Sedona Center. It can serve as a bridge between the Prescott Campus and the Sedona Center. This course has the potential for collaborative instruction in the future.

Add DMA 217/Website Organization. This course provides hands-on experience for students as they develop a small website for a client. This course is offered only at Sedona Center. It can serve as a bridge between the Prescott Campus and the Sedona Center and has the potential for collaborative instruction in the future.

Digital Photography Emphasis:

Name change from ART 256/Digital Photography to ART 256/Digital Imaging. The current name Digital Photography is misleading. The course focuses on digital manipulation of photographic images and the course description does not include any reference to capturing images with a digital camera.



Sticker designed by Graphic Design student, Amy Fruchter, in response to the Sept 11 tragedy in New York City. Amy worked with a local printer to produce the sticker, and she is donating all profits from the sale of these stickers to a Sept 11 relief agency.

GRAPHIC DESIGN DEGREE PROGRAM: Proposed Curriculum Changes *additions noted in italics, strikethroughs indicate deletions*

Associate of Applied Science in Graphic Design

Location Offered: Prescott

General Education

A. Foundation Studies (9 credits):	
1. English (ENG 101-102, ENG 135-136 or equivalent sequence _____)	6
2. Numeracy (any math course 100-level or higher) _____	3
B. Core Studies (4 credits):	
1. LSC Connections _____	1
2. LSC Western Civilization I, II, or III, or Humanities (select any 200-level course on the approved Areas Studies-Humanities list _____)	3
C. Area Studies (7 credits):	
1. Science (select from approved Area Studies list) _____	4
2. Social Science (select from approved Area Studies list or BSA 120, 140, 220--Add COM 100) _____	3
subtotal	20

Graphic Design Requirements

Course	Credit hours
ART 110 Drawing I	3
ART 112 Two-Dimensional Design	3
ART 114 Color	3
ART 131 Graphic Design I	4
ART 132 Graphic Design II	4
ART 137 Adobe Photoshop	2
ART 200 Art History I (<i>or ART 202 20th Century Art--does not transfer to AZ universities</i>)	3
ART 201 Art History II	3
ART 231 Graphic Design Illustration	4
ART 232 Portfolio Development	2
ART 234 Advanced Electronic Projects (<i>new title: Advanced Graphic Design Projects</i>)	3
ART 235 Magazine Production (<i>or instructor-approved internship</i>)	2
ART 236 Digital Pre-Press Techniques	2
subtotal	38

Graphic Design Related Requirements: Select an emphasis area and complete the required 6 credits of coursework.

Design Emphasis	(6)
ART 113 Three-Dimensional Design	3
COM 210 <i>Introduction to Marketing Communications</i>	3
ART 130 Website Design	2
ART 133 Calligraphy I	2
ART 139 Quark Express	1
<i>Illustration Emphasis (reinstated with new focus)</i>	<i>(6)</i>
ART 111 <i>Drawing II</i>	<i>3</i>
ART 160 <i>Printmaking I</i>	<i>3</i>
<i>or ART 162 Monoprint 1</i>	<i>3</i>
ART 166 <i>Small Handmade Books</i>	<i>2</i>
ART 210 Life Drawing I	3
Web Page Design Emphasis	(6)
ART 109 HTML Tags for Page Design	1
ART 130 Website Design	2
CSA 168 JAVA Programming	3
COM 210 <i>Introduction to Marketing Communications</i>	<i>3</i>
Digital Photography Emphasis	(6)
ART 150 Photography I	3
ART 256 Digital Photography Digital Imaging	2
Elective	1
subtotal	6
Total Minimum Credit Hours	64

RECOMMENDATIONS/PROPOSED CURRICULUM CHANGES TO THE GRAPHIC DESIGN ADVANCED CERTIFICATE PROGRAM:

Change the certificate from Advanced to Basic. Students in this certificate program receive basic training that qualifies them for entry-level positions in small printing firms. The term “advanced” implies further training that expands on skills learned in this certificate program. To date we have no certificate program in place that meets the definition of “advanced”.

Delete ART 100/Art Appreciation and replace it with ART 201/Art History II or ART 202/20th Century Art. Art Appreciation is a course that gives a general exposure to art principles and elements, and provides a basic studio experience that is intended to develop an appreciation and enjoyment of art. Students in this certificate program are required to take ART 112/Two-Dimensional Design; a course that covers art principles, art elements, and basic studio experiences. Students will be prepared for a career in art with a strong foundation of the history of art by taking Art History II or 20th Century Art.

Delete ART 133/Calligraphy and replace it with ART 137/Photoshop. Principles of typography and letterforms are presented in ART 131/Graphic Design I and ART 132/Graphic Design II. Students would be better prepared for the workplace by developing image-editing skills using Adobe Photoshop.

GRAPHIC DESIGN ADVANCED CERTIFICATE PROGRAM (Proposed Curriculum Changes) *additions noted in italics, strikethroughs indicate deletions*)

Advanced ~~Basic~~ Certificate Program

Location Offered: Prescott Campus

Course	Credit hours		
ART 100	Art Appreciation	<i>ART 201/Art History II or ART 202/20th Century Art</i>	3
ART 110	Drawing I		3
ART 112	Two-Dimensional Design		3
ART 114	Color		3
ART 131	Graphic Design I		4
ART 132	Graphic Design II		4
ART 133	Calligraphy	<i>ART 137/Photoshop</i>	2
ART 231	Graphic Design Illustration		4
ART 232	Portfolio Development		2
ENG 101	College Composition I		3
or	ENG 135	Communication Skills	3
Total Minimum Credit Hours			31

Tim Wiederaenders, journalism instructor and advisor to the *Yavapai College RoughWriter* student newspaper, and Bonny Stauffer, Graphic Design Program Coordinator, have collaborated to develop an ongoing, highly competitive internship position. Advanced students from the Graphic Design program compete for the paid internship position of Graphic Production coordinator. Students in this position gain valuable experience in newspaper layout and production processes, as well as an excellent addition to their resumes and portfolios. Other students from our program produce editorial illustrations and other graphics. The Graphic Design coordinator also serves on the *RoughWriter* advisory board.

Instructional Delivery	Current			Suggested		
	1	2	3	1	2	3
Lecture		X			X	
Class discussion			X		X	
Small group			X		X	
Telecourse	X				X	
Online		X				X
Television	X					X
Field trips		X			X	
Demonstrations			X			X
Labs			X			X

- Current**
- 1 Not at all, infrequently
 - 2 Sometimes
 - 3 Frequently
- Suggested**
- 1 Less often
 - 2 Maintain
 - 3 More often

INSTRUCTIONAL DELIVERY

STRENGTHS

CONCERNS/RECOMMENDATIONS

Lectures

are generally given to present design principles, marketing strategies, and new projects.

Adequate at current levels.

Class discussions

are a strong element in instructional delivery. Students participate in many types of group discussions to develop communication skills commonly used in the field of graphic design. Activities such as group brainstorming, question and answer sessions, assignment review, client interviews, and group critiques reflect many of the activities designers use on a daily basis.

Adequate at current levels.

Small groups

provide students with the opportunity to work together on concept development for assigned projects. Students are paired together to work on complex assignments such as *Threshold Magazine* layouts and proposals; newspaper ad concept and layout; editing assignments; and ad agency simulations. Students often critique finished assignments in small groups, again simulating an ad agency process.

Adequate at current levels.

INSTRUCTIONAL DELIVERY, Continued

STRENGTHS	CONCERNS/RECOMMENDATIONS
<p>Telecourses/Television are not offered at the current time. Most of our courses have a strong studio component that might not translate well in the telecourse format.</p>	<p>All graphic design core courses have strong studio components and would not be conducive to conducting from the IITV classroom. One possibility would be to use interactive TV within the structure of a studio class to work in groups in different sites such as Sedona or to team with a marketing course offered at the same time.</p>
<p>Online courses are presently offered for two courses in the program, ART 114/Color and ART 109/HTML Tags for Page Design. Students have been generally satisfied with the courses, and we plan to continue offering them.</p>	<p>Additional online courses could be developed to teach website organization, basic design principles for office applications, and a basic digital photography.</p>
<p>Field trips/guest lecturers help to bring the real world into our courses. Students visit printing firms, commercial photography studios, large design firms, and digital pre-press facilities. Guest lecturers/instructors have included nationally known illustrators, area freelance designers, YC Design Services staff, marketing representatives, employment specialists, book designers, and website designers.</p>	<p>Adequate at current levels.</p>

YC Current Student Survey
Graphic Design, Spring 2000

PREFERRED DELIVERY METHODS

Classes offered on Yavapai College campuses or centers	93%
Classes offered in a computer lab setting	67%
Independent study classes	67%
Self-paced classes	47%
Work-based classes (internships and service-learning)	47%
Classes offered off campus near my home	47%
Online classes	14%

Source: Current Student Survey, Graphic Design: Office of Institutional Planning, Research, and Assessment.

STRENGTHS

CONCERNS/RECOMMENDATIONS

Demonstrations

provided for all software-based courses either via projector and computer or with a computer sharing program in the lab. Materials/techniques demonstrations are a regular part of the activities in all studio courses. Two InFocus projectors and PC hardware setups are available for demonstrations and presentations.

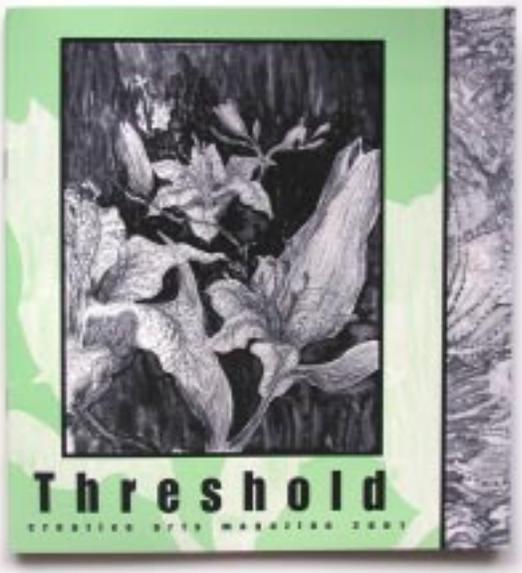
Students and instructors have requested that software specific courses like Photoshop and Illustrator be taught in a lab setting instead of demonstrations in 15-209. This would require an additional instructional computer lab (22 computers) to accommodate scheduling these classes. Current lab is at near maximum use at this time.

Labs

fall into two categories in this program—computer lab and traditional art studios. Design classroom is adequate for instructing 22 students per class. Visual and Performing Arts computer lab has new, state-of-the-art computer hardware and peripherals, but our current space is limited to 14 computers.

Present computer lab is near maximum level of use at this time. Need to develop a second instructional lab—22 workstations to meet growing demand for more computer-related courses. Our current lab does not have enough computers to accommodate the number of students in the major graphic design classes. Have 14, need 22 to meet class load limits. Recommend moving music keyboards to another lab space and

increasing the hardware and furniture to provide 22 computers for student use during classes. Computer tables do not meet ergonomic workstation health and safety standards common in the industry. Need to have adjustable keyboard platforms that will accommodate mouse and mouse pad on the same level. Monitors should be positioned directly in front of the keyboards to ensure proper body position when working at the computer. This is of particular concern for possible injury to occupational rehab students and students who are physically challenged.



Cover art by Bernelle Stanley; cover design by Steve Reynolds.

Threshold Creative Arts Magazine is a collaborative project of the YC Communications Division and the Art Department. The poems, stories, and works of art were created by YC students. The layout and design were produced by students in Graphic Design II and Magazine Production classes. The 2001 issue won third place in the Southwestern division of the Community College Humanities Association National 2001 Literary Magazine Competition.

In-class Assessments	Current			Suggested		
	1	2	3	1	2	3
Portfolio		X			X	
In-class presentations		X				X
Critiques			X		X	
Quizzes		X			X	
Multiple choice/essay exams	X				X	
Class participation/discussion			X		X	
Pre-and post-tests	X					X
Attendance/active participation			X		X	
Journals/sketchbooks			X			X
Software exercises			X		X	
Projects			X		X	

Current
1 Not at all, infrequently
2 Sometimes
3 Frequently

Suggested
1 Less often
2 Maintain
3 More often

IN-CLASS ASSESSMENTS

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Portfolios	are essential for gaining employment in the graphic design field. Students produce portfolio-quality projects in their courses throughout the program. A capstone course, ART 232/Portfolio Development, requires students to develop resumes, professional notebook portfolios and a computer portfolio of their best work.	Students would benefit from more opportunity to photograph their artwork with the assistance of photography students. This is particularly true for students building fine art portfolios for scholarships and entrance into four-year programs and art schools.
In-class presentations	occur in an informal manner. Students present work in progress, discuss client needs, and obtain feedback from instructors and classmates. Students in the Portfolio Development class present their portfolios as a part of their grade.	Would be good to include presentation assignments in advanced classes, particularly ART 234/Advanced Projects, and ART 236/Digital Pre-press.
Critiques	are used as a standard feedback tool for all major class projects. Students and instructors participate using various critique techniques similar to design review methods used in the graphic design field.	Exploration of new critique methods would be helpful in all classes.
Quizzes	are included in ART 112/Two-Dimensional Design classes to measure students vocabulary and analysis skills using true/false, multiple choice, essay, and visual analysis. ART 131/132 Graphic Design software exercises include true/false, multiple choice, and fill-in questions to measure learner's understanding of software applications.	Adequate at present levels.

IN-CLASS ASSESSMENTS, Continued

	STRENGTHS	CONCERNS/RECOMMENDATIONS
Class participation/discussion	all courses specific to graphic design include discussions and brainstorming based on design principles, industry expectations, marketing principles, and technical aspects related to the field.	Adequate at present levels
Pre-and Post-tests	currently used in ART 114/Color and ART 232/Portfolio Development to determine student skill levels before and after the class.	Would be good to develop instruments to be used in other classes such as ART 131-132/Graphic Design I and II to measure student's basic design and software skill levels compared to skills at the end of the two-semester sequence.
Attendance/Active Participation	is essential in studio and software courses to participate in discussions, view demonstrations, and contrast and compare their work in progress with that of other students. This simulates the normal working situation in most design firms.	Adequate instructor expectations in classes at present level.
Journals/Sketchbooks	are required in the major graphic design courses. Students are expected to research and develop thumbnails for all major projects. These efforts are included in project grades. Intern students are required to keep a journal of their on-the-job activities and to write reflections of their internship experience.	Adequate at present levels.
Software Exercises	are standard assessments for students in all technology-rich courses. They are based on software tutorials.	Review tutorial materials yearly to ensure most appropriate materials for students.
Projects	are the backbone of the graphic design program. Students produce graphic design projects similar to those done in the workplace and, as often as possible, the projects are done for actual clients. This provides excellent preparation for the types of design assignments they would encounter in an entry-level position.	Review curriculum in all major graphic design courses to provide a comprehensive exploration of design projects and to redesign assignments that might be too similar.

CAREER SKILLS, CONTENT KNOWLEDGE, AND GENERAL EDUCATION

Career skills learning outcomes required in the field of graphic design are met (or will be met by proposed curriculum modifications) by instruction in the following courses. Many of the faculty teaching in these areas have extensive professional experience. See charts on pages 19-20.

GRAPHIC DESIGN AAS DEGREE/GRAPHIC DESIGN DEGREE PROGRAM AND ADVANCED CERTIFICATE

Course	Focus/Skills
ART 110/Drawing I	Foundation course in drawing
ART 112/Two-Dimensional Design	Foundation course in design principles, media, and composition
ART 114/Color	Foundation course in color principles
ART 131/Graphic Design I and ART 132/Graphic Design II	Beginning and advanced graphic design concepts, marketing principles, software, and project development
ART 137/Adobe Photoshop	Industry-standard software used in photo manipulation applications
ART 200/Art History I or ART 202/20th Century Art and ART 201/Art History	Foundation courses develop awareness of historical influences and the visual language of imagery
ART 231/Graphic Design Illustration	Graphic design illustration concepts, historical influences, projects, and industry-standard software
ART 232/Portfolio Development	Capstone class prepares students for employment in the graphic design field
ART 234/Advanced Projects	Integration of software programs, projects focus on developing a unified business graphic identity; direct client contact
ART 235/Magazine Production or Approved Internship	Design and production processes based on standards and practices used in the publishing field
ART 236/Pre-Press Techniques	Preparation and application of techniques used to prepare digital files for commercial printing
Additional design emphasis courses:	
ART 113/Three Dimensional Design	Foundation course based on principles of space used in environmental objects such as package design and signage
COM 210/Intro to Marketing Communications	Integrated marketing communications principles and applications; advertising, public relations, direct marketing and campaign planning.
ART 130/Website Design	Web design and marketing strategies using industry-standard software
ART 139/Quark Express	Application of design principles and layout using industry-standard software



Resume and computer portfolio, Karen Winton, graphic design student

CAREER SKILLS, CONTENT KNOWLEDGE, AND GENERAL EDUCATION, continued

Additional illustration emphasis courses:

ART 111/Drawing II	Advanced drawing techniques and use of materials; application of design principles
ART 160/Printmaking I or ART 162/Monoprint I	Printing processes; Four-color process using Photoshop software
ART 166/Small Handmade Books	Projects based on publication principles and practices
ART 210/Life Drawing I	Foundation course in drawing the figure

Additional web page design emphasis courses:

ART 109/HTML Tags for Page Design	Basic programming for web pages; application of technology and design principles
ART 130/Website Design	Web design and marketing strategies using industry-standard software
COM 210/Intro to Marketing Communications	Integrated marketing communications principles and applications; advertising, public relations, direct marketing and campaign planning.
DMA 210/Web Animation	Animation projects using industry-standard software
DMA 217/Website Organization	Web pages developed for client

Additional photography emphasis courses:

ART 150/Photography I	Principles and processes used in traditional photography
ART 256/Digital Photography	Digital acquisition and manipulation of photo images; overview of digital cameras and peripherals



YC instructors and students hosted a Graphic Design Careers Workshop in February 2001 for area high school students.

GENERAL EDUCATION REQUIREMENTS FOR GRAPHIC DESIGN AAS DEGREE

Students are required to take 20 credits of general education studies that ensure the learning outcomes listed below. In addition, graphic design related courses provide a rich and varied curriculum in order to develop these desired outcomes:

Identify, understand, and evaluate representative interpretations, methods, and/or theories in the fields studied: General Education required courses; and ART 110, ART 112, ART 113, ART 114, ART 131, ART 132, ART 200, ART 201, ART 202, ART 231, COM 210, ART 150

Develop effective reading, writing, and oral communication skills: ART 131, ART 132, ART 200, ART 201, ART 202, ART 232, ART 234, COM 210

Use technology to gather, process, and interpret information: ART 109, ART 113, ART 114, ART 130, ART 131, ART 132, ART 137, ART 139, ART 150, ART 160, ART 231, ART 232, ART 234, ART 235, ART 236, ART 256. DMA 210, DMA 217, approved internships.

Apply knowledge in a practical way and to obtain knowledge through the practical world: ART 113, ART 130, ART 131, ART 139, ART 132, ART 137, ART 231, ART 232, ART 234, ART 235, ART 236, COM 210, DMA 217, approved internships.

Exhibit an awareness and understanding of cultural and historical concerns and contexts: ART 200, ART 201, ART 202, ART 232, ART 234

Gather, interpret and analyze scientific information: ART 132, ART 234, ART 236, ART 150, ART 256, COM 210

Exhibit creative expression in course of study: All ART courses in degree requirements and emphases.

Think critically, creatively and independently: All ART courses in degree requirements and emphases.

Establish and defend a position: ART 131, ART 132, ART 200, ART 201, ART 202, ART 231, ART 232, ART 234, COM 210

Formulate questions that extend your knowledge and understanding of an academic or artistic discipline: All ART and COM classes in degree requirements (critiques)

Appropriately critique all sources of knowledge: ART 114, ART 131, ART 132, ART 200, ART 201, ART 202, ART 231, ART 232, ART 234, COM 210

Recognize that one does not always achieve closure in intellectual and social discourse: ART 200, ART 201, ART 202, all courses using critiques as assessment tools.

Integrate curiosity into pursuit of knowledge. Engage in self-directive thinking: All art courses listed in graphic design related requirements. Curiosity is essential to success in the design field.

Achieve a coherent center of values: All graphic design related courses as they relate to the discipline and guidelines for the graphic design field.

Appreciate the validity of values and viewpoints that are not your own; All courses within the related requirements that use critiques as a tool for expressing a range of viewpoints.

Work effectively in teams and engage in collaborative learning: ART 131, ART 132, ART 232, ART 234, ART 235, COM 210

Be aware of, involved in, and committed to community/incorporate an element of humanitarianism by showing understanding of the plight or difficulties of others: ART 131, ART 132, ART 232, ART 234, COM 210.

GRAPHIC DESIGN DEGREE PROGRAM FULLTIME FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education	AZ CC Board Certification
Bonny Stauffer, Graphic Design Instructor and Program Coordinator	Eight years, Yavapai College, Prescott, Arizona	12 years, Yavapai College Design Services Coordinator; exhibiting fine artist	Masters in Educational Leadership, NAU in progress; BFA, Painting, Arizona State University, Summa Cum Laude	Meets and will exceed requirements 12/02
Roy Traver, Traditional and Digital Photography	Four years, Yavapai College, Prescott, Arizona	Six years, Freelance Photographer; Graphic Designer, Prescott	BA Education, University of Arizona; Post-Graduate Studies: Photography, Scottsdale Community College; Photography & Computer Graphics, University of Arizona; Computer Graphics, Pima Community	Meets requirements and will obtain Masters Degree
Laura Bloomenstein, Ceramics	Three years, ceramics, Yavapai College, Prescott, AZ; Artist in Residence, Arizona Commission on the Arts, Phoenix, AZ; 1 year Hampshire College, Amherst, MA; Artist in Residence, Skyview School, Artist in Residence, Vermont Council on the Arts, Montpelier, VT	2001 Faculty Show, Yavapai Art Gallery, Yavapai College, Prescott, AZ; National Mixed Media Invitational, Period Gallery, Leavenworth, NE; 2000 Environment 2000, Mesa Contemporary Arts, Mesa Art Center, Mesa, AZ; New Hampshire Biennial 97, New Hampshire Institute of Art, Manchester, NH	MFA, Ceramics, Cranbrook Academy of Art, Bloomfield Hills, MI; <i>Special Student</i> , Ceramics	Meets requirements
Cindy DeCecco, 3-D Fine Arts	Six years, Yavapai Community College; Portland Community College; Multnomah Art Center.	Represented by the Attic Gallery since 1982. 2001 Instructor Show Yavapai College; 2000 "Hinge" Alder Brook Park (commission), Brush Prairie WA; Attic Gallery, Portland OR; 1999 Carrying On, Portland State Alumni, OR 1998 Instructor Show, Multnomah Art Center, OR; NW Stone Sculptors	M.A. in Art, Pittsburg State University, 1994	Meets requirements
Stephen Mason, 2D Fine Arts	10 years, Yavapai College	32 years, Self-employed artist by commission and through galleries: Yavapai College Art Gallery, Prescott, AZ; Slade Gallery, Prescott, AZ; Smith-Krol Gallery, Prescott, AZ; Gay Head Gallery, Gay Head, MA; The Michael Stone Collection, Washington, D.C.; St. Michael's Gallery, Prescott, AZ Elizabeth Prince Gallery, Prescott,	Education: BA, Studio Art, Stanford University, MFA in progress	Meets requirements and will obtain Masters Degree
Amy Stein, Art History	12 years, Yavapai College, Native Americans for Community Action, Coconino Career and Training Center, Arizona Center for Vocational Technological Education, Pima County Adult Education, Arizona; Department of Education, Division of Adult Education.	Eight years, Berta Wright Galleries, Forest City Enterprises, Arizona Studio of Art Conservation and Science, Arizona Historical Society, Arizona State Museum.	PhD, History and Quaternary Science, NAU in progress, MA Social History, NAU, BA Art History, UAHistory	Exceeds requirements

GRAPHIC DESIGN DEGREE PROGRAM ADJUNCT FACULTY

Faculty/Discipline	Teaching Experience	Professional Experience	Education	AZ CC Board Certification
Bret Blevins, Drawing and Illustration	Two years, Yavapai College	21 years, Marvel Comics; D.C. Comics; Disney Animation; Sony Animation; Warner Brothers; Cisco Systems Advertising Illustrators; Carmen San Diego Software; Film Roman.		Meets requirements
Karen Churchill, Art History	20 years, Dallas Museum of Art; Brookhaven College, Dallas Texas; Hiram College, Hiram Ohio; Kent State University, Kent Ohio; Cuyahoga community College, Parma Ohio; Mesa community College, Mesa AZ; Arizona State University, Tempe AZ; Central Arizona College, Coolidge, AZ.	Coordinator of Cultural Programs, Southern Methodist University; Gallery Director, Wellington B. Gray Gallery and University Museum East Carolina University; Curatorial Assistant, Cleveland Museum of Art; Managing Editor, Sharlot Hall Museum Press.	PhD. Candidate Art History, Case Western Reserve University; MA Arts Administration, MBA, Southern Methodist University; MA Art History, Arizona State University	Exceeds requirements
Robert Gilbert, Graphic Design	Five years, Communication Design Instructor, Campus of Arts and Sciences College of Athens, Greece; Yavapai College Graphic Design Instructor	10 years, ABC Entertainment, Air Promotion Graphic Department; Ketchum-Downtown YMCA, in house Designer; Leousis Advertising Agency, Athens Greece, Graphic Designer; Helken and Horn Advertising Agency, Graphic Designer.	MFA, Communication Design, California State University, LA; BFA, Communication Design, Otis Art Institute of Parsons School of Design, Los Angeles, CA.	Exceeds requirements
Mary Ellen Kirdedahl, Drawing and Painting	10 years, Mohave Community College, Kingman, Arizona; Yavapai College Extension; Yavapai College Prescott Campus.	MFA, University of California, Davis; BFA, Central Washington University, Ellensburg, Washington; Yale Scholarship Summer School of Music & Art, Norfolk, Connecticut; Travel Grant to El Greco of Toledo		Exceeds requirements
Martha Lee, Graphic Design, part time computer lab manager	Four years, Yavapai College	Two years, YC lab manager	BFA Arizona State University; AA Graphic Design Yavapai College	Meets requirements
Lauren McCrea, Graphic Design	Instructor, Honda Alternative High School, Estes Park, CO; Yavapai College	One year, Coordinator of Design Services for Yavapai College One year Project Manager, Yavapai College; self-employed graphic designer: Lauren McCrea Design, Prescott, AZ; Center Printing and Graphic Design	BA in Visual Arts, Emphasis: Graphic Arts, Northern University of Colorado, Greeley, CO. Internships: Interweave Press Publishers, Leaning Tree Cards and Museum	Meets requirements
Steve Parker, Graphic Design	35 years, North Idaho College; Gonzaga University; Ottawa University; Phoenix college; Maricopa Technical College; Moon Valley High School	20 years, Freelance Graphic Designer and owner of Parker Grafix	Education: MA Secondary Art Education, Arizona State University	Exceeds requirements
Glen Peterson, Color Theory, Emeritus Professor	Three years, art instructor, Navajo Community College; two years, Illinois State University, doctoral teaching assistant, 26 years fulltime faculty, Yavapai College, Prescott Arizona; adjunct faculty, Prescott College, Prescott AZ.	Extensive regional and national exhibition record; co-authored book, <i>Dynamic Symmetry and Wholistic Asymmetry in Navajo and Western Art and Cosmology</i> ; Barbara McClurg Innovation in Teaching Award, 1999; Lecturer, University of Washington, 2001.	ED.D Art and Anthropology, Illinois State University; MFA Utah State University; BFA Utah State University	Exceeds requirements
Carol Rawlings, Book Making, Calligraphy	Two years, University of Washington; 15 years, Yavapai College adjunct faculty	Ten years, Denver Art Museum; seven years, manager and installation coordinator, Yavapai College Art Gallery	MA Art History, University of Colorado; Museum Apprenticeship Program, University of Denver.	Exceeds requirements
Bernadine Szewc, Photography	Three years, Adjunct Faculty Photography Instructor, Yavapai College; Photography Instructor Non-Credit Programs, Yavapai College		B.S. Photography, Northern Arizona University, Magna Cum Laude; AA General Studies, Yavapai College	Meets requirements

YC Current Student Survey
Graphic Design, Spring 2000

SATISFACTION WITH
INSTRUCTIONAL ITEMS

Class offerings	86%
Quality of instruction	100%
Availability of instructors	93%
Classrooms	93%
Labs/shops	93%
Computer access	87%
Distributed learning support service	53%

Source: Current Student Survey, Graphic Design: Office of Institutional Planning, Research, and Assessment.

GRAPHIC DESIGN PROGRAM FACULTY AND PERSONNEL

PROCESS OF SELECTION, ORIENTATION, SUPERVISION, AND EVALUATION OF FACULTY.

Selection/Fulltime: Follow standard YC hiring process. Minimum qualifications include:

- B.A. with extensive professional experience in the field of graphic design; or MFA in Graphic Design or related field
- Community college teaching experience in field of study, three years minimum
- Strong professional portfolio
- Proficient in use of industry-standard hardware, software and peripherals
- Application of skills outside the traditional classroom (emphasis on employment in field)
- College or community service
- Ability to appreciate diversity and different learning styles
- Willingness to work in student-friendly formats, i.e., evenings, weekends, short courses, etc.

Preferred qualifications include:

- Philosophical emphasis on real world experience
- Teaching experience in nontraditional settings such as online courses

Adjunct Faculty: Meet AZ Community College certification requirements/Philosophical emphasis on real world experience:

- MA or BA in related field of study
- At least three years of experience in field of study

ADJUNCT FACULTY, continued

- Professional work experience in field to be taught (i.e., print, web, ad agency, etc.)
- Professional portfolio
- Proficient in industry-standard software where applicable
- Teaching experience and strong presentation skills

Orientation:

Fulltime faculty participate in YC new faculty orientation activities. They meet with the Visual and Performing Arts Division Associate Dean and other faculty in program area to determine responsibilities, classroom space needs, and other instruction-related concerns. Division faculty assist as necessary in providing support for new faculty. Periodic review of concerns, successes and new directions provide opportunities for individual expression in curriculum building while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Adjunct faculty participate in YC new adjunct faculty orientation activities. They meet with the Graphic Design Program Coordinator and other faculty in program area (as needed) to determine responsibilities, classroom space needs, and other instruction-related concerns. Program faculty and Lab Supervisor assist as necessary in providing support for new faculty. Periodic review of concerns, successes and new directions provide opportunities for individual expression in curriculum building while supporting collaborative and team-building activities to ensure an excellent learning experience for students in the program.

Strengths/concerns: In general, orientation activities do an adequate job assisting new faculty. The Art Department works in a cooperative and collaborative mode. There is a strong sense of support for the different areas of the department, and experienced faculty are very willing to help new instructors feel welcome and valued. Division and department meetings are open to adjunct faculty, providing a way for new instructors to become familiar with the goals of the whole department as well as becoming a part of the team of instructors. Participation in these activities is difficult for some adjunct faculty because of work schedules and other commitments.

Supervision/Evaluation

Supervision:

Fulltime faculty report to the Visual and Performing Arts Division Associate Dean to address needs, concerns, student complaints, and participation in college-wide professional activities.

Adjunct faculty report to the Graphic Design Program Coordinator and the fulltime photography instructor to address needs, concerns, student complaints, and participation in division professional activities. Fulltime faculty provide support and assistance with course curriculum, lab support, instructional guidelines, and conflict resolution as needed. However, all faculty report to the Visual and Performing Arts Division Assistant Dean.

Strengths/concerns: Performance review meetings, division/department meetings, and individual conferences provide effective supervision of fulltime faculty. The Associate Dean fully supports the Graphic Design Program and values the expertise and input from the faculty. In general, fulltime faculty are able to address adjunct faculty needs to their satisfaction, but it is difficult to arrange meeting times because of class load for fulltime faculty and professional work commitments for adjuncts. E-mail and telephone voice messaging provide effective avenues of communication. In-person meetings are arranged with adjunct faculty to address issues as needed.

Recommendation: Schedule a meeting once a semester following the Division meeting to discuss ideas for strengthening the program, as well as addressing general concerns. Adjunct faculty input is essential to the success of the program. They are closest to the industry and can infuse fresh ideas into the curriculum.

Evaluation:

Fulltime faculty develop performance goals with Visual and Performing Arts Division Associate Dean; meet with the Associate Dean to review progress; conduct and review the results of student evaluations; periodically review the effectiveness of the curriculum; discuss issues or concerns with Associate Dean; and determine needs and areas of growth for the Graphic Design Program.

Adjunct faculty conduct and review the results of student evaluations; periodically review the effectiveness of the curriculum; meet with Graphic Design Coordinator and/or Photography instructor to address issues and resolve concerns, and to determine if changes need to be made in course syllabai or methods of delivering instruction. Participate in periodic in-class evaluation with fulltime instructors.

Recommendation: Schedule a meeting once a semester following the Division meeting to discuss ideas for strengthening the program, as well as addressing general concerns.

ADMINISTRATIVE AND SUPPORT PERSONNEL

Demoree Anderson, Instructional Division Administrative Assistant, fulltime OSA contract. Demi holds an AAS degree in Graphic Design. She is responsible for the operations management of the division and hence the Graphic Design Program. Her responsibilities include, but are not limited to; purchasing and budget supervision, purchasing support of all equipment, supervising the placement of all facilities requests, scheduling of courses, supporting all adjunct faculty, student and part time employees, verifying and processing all payroll information, assisting students with registration issues, managing scholarship programs, supervising textbook management, providing technical support for all adjuncts, supervising all graphic design division needs, and putting out fires when necessary.

Martha Lee, Visual and Performing Arts Computer Lab Supervisor: Part-time, hourly contract, 29.5 hours per week. Two years with Yavapai College in this role, served as a part-time lab assistant (approximately 10 hours per week) for three years. Martha has a BFA from ASU and has worked as a freelance graphic designer for five years. She has extensive expertise in the purchase and use of computer hardware and software programs used in all the areas of the Graphic Design program. She manages part-time lab assistants; orders equipment, software, and general studio supplies for the computer lab and graphic design classes; resolves equipment problems related to all graphic design classes; and instructs students and assists instructors in the VP computer lab. **Recommendation:** Upgrade the position from halftime to fulltime. It would be beneficial to instructors and students to schedule special instructional sessions in the computer lab that are difficult to fit into the current 30 hour work week. Areas of growth: provide demos and basic instruction to fine art students to expand their technology skills as they relate to fine art processes, i.e., printmaking using scanners and Photoshop.



Photography students working in the lab.

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS: Major program instructors

Bonny Stauffer, Program Coordinator: Represented Yavapai College at the National Council on Marketing and Public Relations (NCMPR) National Conference, Chicago, March 1999; participated in collaborative project that culminated in *Sense & Essence, A Four-Person Exhibition*, Yavapai College, Fall 1999; attended College Art Association National Conference, February 2000, New York City; visited Cooper-Hewitt National Design Museum and AIGA Headquarters and Gallery, New York City, Summer 2000; attended curriculum workshops at Show-N-Tell Curriculum Development Conference, Yavapai College, May 2001; donated a work of art to Prescott College art gallery fund raising auction, October 2001; currently obtaining Masters Degree in Educational Leadership, NAU-Yavapai, projected graduation December 2002.

Roy Traver, Digital Photography and Commercial Graphics instructor: Participant in yearly Arizona TechPrep program, 1999-present; faculty advisor to *Threshold Creative Arts Magazine* 2000-present; participated as an instructor in the Graphic Design Careers Workshop, Yavapai College, February 2001; attended Photo Directions Southwest, a photo educators forum sponsored by ASU West, 1998 and 2000; exhibition participant, Yavapai College Art Faculty Showcase exhibit, Fall 2001; gave presentations on photographing 2-D artwork at monthly meetings of Southwestern Artists and Mountain Artists Guild, 1999. Member of Friends of Yavapai College Art.

PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS: Other instructors

Fulltime and adjunct art faculty teaching courses required in the Graphic Design Program degree have participated in a wide range of professional development activities. Many exhibit in regional and national competitions and win awards for their work; learn new software programs; hold memberships and serve as leaders in professional art organizations; curate exhibitions; and attend educational and design conferences. Several faculty members write and are awarded grants from state and local arts organizations; attend workshops and seminars presented by national artists; and regularly view exhibitions in major museums throughout the US and Europe.

CONTRIBUTION TO COLLEGE/COMMUNITY: Major program instructors

Bonny Stauffer, Program Coordinator: Coordinator and lead instructor for design and production of *Threshold Creative Arts Magazine*; participant in yearly Arizona TechPrep Workday, November 1999-present; represent Yavapai College Art Department at Art Articulation Task Force meetings, UofA, October 1999 and NAU, October 2000; member of hiring committees for YC Design Services Coordinator position; chair, Graphic Design Program Review Committee, Spring 2001-present; member of Art Department faculty hiring committees, Spring 1999, Spring 2000 (chair), and Summer 2000; Standards Committee, 1999-present; wrote grant and coordinated the *Graphic Design Careers Workshop*, Yavapai College, February 2001, for three local high school art departments; represented Visual and Performing Arts Division as panel member for Prescott Area Leadership session, Spring 2001; developed internships with Distributed Learning and the student newspaper Summer 2001; presented a Show-N-Tell Curriculum Workshop session, *Get Real*, Summer 2001; participated in day-long meeting with Barry Maid, ASU Technical Writing Program Coordinator to explore articulation possibilities with Graphic Design Program, English Department, and ASU East; exhibition participant, Yavapai College Art Faculty Showcase exhibit, Fall 2001.

Roy Traver, Digital Photography and Commercial Graphics instructor: Currently collaborating with art faculty members at Verde Valley Campus and Digital Media Arts faculty at Sedona Center to develop additional courses with a digital photography emphasis. Exploring the feasibility of nontraditional presentation of digital photography courses (on-line and distance learning).

CONTRIBUTION TO COLLEGE/COMMUNITY: Other instructors

Fulltime and adjunct art faculty teaching courses required in the Graphic Design Program degree serve the college and community in numerous ways. One instructor co-wrote a book, and presented lectures at Washington State University and an international symmetry conference. Other instructors are members of state organizations and help to build awareness of our program at Yavapai College. Several instructors lecture at state universities and local and state arts organizations. Other instructors volunteer their time and donate artwork to nonprofit agencies.

SUPPORT FROM OTHER YAVAPAI COLLEGE AREAS

Library	Excellent support through purchase of requested books and videos
Counseling/Advising	Program is well served by two excellent advisors. Virginia Van Tuyl was a major instructor in the Graphic Design program until 1999. She offers excellent, well-informed advice in all areas of degree and transfer requirements. Fred Kester is especially well-versed in TechPrep requirements. Both pro-actively support the program.
Admissions/registration	Adequate services from this area.
Institutional Research	Supports the program with student evaluations and surveys as requested.
Design Services	Developed an attractive brochure featuring the Graphic Design Program. Other collateral print material is well-designed and attracts traditional age students to our program. Shared use of expensive equipment with Graphic Design program. Serves as a working model of a design agency for students to observe. Design Services has hired advanced graphic design majors as paid interns in the past.
Information Technology Services	Excellent proactive support of our program. ITS periodically updates the computer systems to ensure high quality, state-of-the-art equipment similar to that which is used in the graphic design industry. Excellent, responsive technical support.



The Graphic Design Program enjoys excellent technical support from (left to right) Martha Lee, lab supervisor, Theresa Gloyd and Brent Sellstrom from Information Technology Services.

FACILITIES, EQUIPMENT, MATERIALS, AND FINANCIAL RESOURCES

CLASSROOMS/LABS: Strengths

- Students have access to a 14-station computer lab during classes and in regularly scheduled lab hours. Computer equipment is state-of-the-art MAC and PC units; students have access to wide range of peripherals, i.e., Zip drives and CD Writers, flat bed scanners, film and slide scanner; color laser printer; black and white laser printers; large format ink jet color printer; and digital cameras.
- Current versions of industry-standard software programs are installed and taught as soon as tutorials are available.
- A part-time lab supervisor maintains the computers along with ITS technicians. Students can use the lab supervisor's services to order high quality color prints of their projects, and to gain special assistance using computer programs. Lab assistants are present in all open labs—many of them are graphic design students and are familiar with the software and instructors' assignments.

CLASSROOMS/LABS: Concerns/Recommendations

- Current classrooms are almost fully utilized at this time. Expansion of course offerings or additional sections is limited by classroom space.
- Graphic Design classroom is adequate size, but drawing tables and chairs are old and need to be replaced.
- Visual and Performing Arts Computer Lab does not adequately serve students in our courses. At present, there is only space for 14 computers. Class loads range from 14 to 22 students. Recommendation: Develop a separate computer lab for the Music Department, remove keyboards from current lab to make space for eight additional computers and scanners. Current computer workstations are poorly designed and would need to be reconfigured if eight new computers and workstations are added to the lab. This would be the most cost-effective time to upgrade all the workstation furniture in the lab to provide optimal usage of space and maximum protection from computer-related injury for students.
- Explore the feasibility of developing a second instructional computer lab with 22 stations to accommodate expanding demands for technology-rich courses in the program. Additional lab facilities would enhance the efforts of instructors in printmaking and weaving to introduce more technology into their classes.
- Install ceiling-mounted projectors in 15-109 and 15-110 classrooms to expand the capabilities to provide software demonstrations and digital presentations for classroom instruction. Some technology classes currently taught in 15-209 could be moved to 15-110 to alleviate demands on 15-209 classroom space.

FACULTY/STAFF OFFICES: Strengths, concerns, recommendations

- Majority of faculty have adequate offices. New photography instructor is in temporary quarters with plans to reconfigure the photography classrooms and lab to provide a permanent office space. Excellent computer support and equipment provided by ITS.
- Need to provide an entrance to 15-110B office space into the interior hallway. At present students access the office through the classroom and can be unintentionally disruptive to classes in session. A separate hallway access would also eliminate the need to leave 15-110 unlocked when classes are not in session.

BUDGET ALLOCATIONS

Current budget allocations are adequate to meet basic expenditures for the program. Concerns addressed in this review reflect additional capital equipment needed to replace aging desks and unsafe computer furniture, a projector for computer lab in 15-109, as well as additional computers and furniture to provide adequate number of workstations in the current lab.

According to the *1996-2006 Arizona Occupational Forecasts Survey*, jobs in the graphic design field statewide will double in number by 2006, with over 300 job openings a year.

COMMUNITY NEED/PARTNERSHIPS: Strengths

The graphic design field has experienced major growth in recent years. The Graphic Design Advisory Group is made up of members who are employed in both the traditional employment fields and in the newly emerging career trends in the industry. Our program prepares graphic design graduates for both traditional and newly emerging employment opportunities.

Traditional employment:

- Entry-level positions in ad agencies, newspaper publishing companies, book publishing companies, design firms, and printing firms. These job opportunities continue to grow, particularly in large metropolitan areas. According to the *1996-2006 Arizona Occupational Forecasts Survey*, jobs in the graphic design field statewide will double in number by 2006, with over 300 job openings a year.
- Figures are not available for Yavapai County, but growth in the business sector of the Tri-City area, Sedona, and the Verde Valley in recent years has increased the need for educated employees with the types of skills learned in our graphic design degree and certificate programs. County employers include newspaper and magazine publishers, small and mid-size printing firms, design agencies, marketing firms, service organizations, educational institutions, and internet service providers.

New Trends:

- Many more opportunities exist for workers who have a wide range of skills including design and layout. For example, Yavapai College administrative assistants often develop webpages, course flyers, grant proposals, and other documents that require design and layout skills.
- Computers and sophisticated software programs enable more designers to freelance, often working from home.
- Small business owners and entrepreneurs in the county have design needs that our graduates can provide.

Other Areas of Community Need/Interest:

- Enrichment for personal use, i.e., webpages, digital photography, photo manipulation, and self publishing.
- Specific training of new technology skills for working professionals in the design field.
- Need for digital photography instruction was met this year by developing and filling a Digital Photography and Graphic Design fulltime faculty position.
- Provide internship opportunities for advanced design students in local businesses and nonprofit organizations to benefit both employers and students. Develop potential employment opportunities within the county.

COMMUNITY NEED/PARTNERSHIPS: Concerns/Recommendations

- Work in concert with YC Internship Coordinator and YC Employment Services Coordinator to develop ongoing internships with county businesses. At present internships are developed on an as needed basis, often with uneven results. Businesses in the Prescott area to explore: Instyprints, Color Factor, Prescott Newspapers, Inc., Prescott Courier, Yavapai College, Photographix, Christopher Marchetti Photography, Helkin & Horn Advertising Agency, Susan Shepman Marketing, and nonprofit organizations.
- Develop basic graphic design certificate program for office managers and small business owners. See page 2 for description.
- Develop an online digital photography course. See description on page 3.
- Develop a Multimedia Writing and Technical Communication certificate program in collaboration with YC Communications Division and ASU East. Certificate would prepare students for entry level employment in the communications field as well as transfer credits for ASU East BA in Multimedia Writing and Technical Communication.

ADVISORY COMMITTEE

The Graphic Design Program Advisory Committee was reactivated in January, 2001. Members were selected on the basis of their expertise and professional activities covering a wide range of employment opportunities in the graphic design field. Current members include:

Katie Baird, Loose Ends (web tech support)

Donna Beeson, Prescott Newspapers, Inc. (web press print facility for area newspapers and commercial designers)

James Forsmo, Carlton Design Group, (graphic designer, full service design agency)

Ginger Johnson, YC Employment Services Coordinator

Richard Prow, The Color Factor (owner, printing firm)

Randy Rowe, YC Graphic Design graduate

Brian and Alina Stauffer, Log Cabin Studios, NYC, (owners, illustration and design agency)

Karen Winton, Student/YC graphic design major

- First meeting: January 9, 2001. Members have not participated in a survey to date, but issues of program effectiveness and suggestions for improvement were the main topics of this meeting. See agenda and minutes in appendix.
- Committee will meet yearly to review changing trends in the graphic design industry, degree and certificate program changes, potential internships, and quality of graduates working in their firms.
- Explore partnership opportunities between firms and Yavapai College.

PARTNERSHIPS

- Current partnerships with entities in Yavapai County include Arizona TechPrep agreements with two area high schools, and potential partnerships with Prescott Newspapers, Inc., local pre-press companies, Ruger, J & G Sales, and local design firms.
- Collaborative activities to be explored with Sedona Center Digital Media Arts Program, Distributed Learning, and other YC degree programs such as Agri-Business.

PROGRAM/STUDENT OUTCOMES

INSTRUCTOR EVALUATION: Process

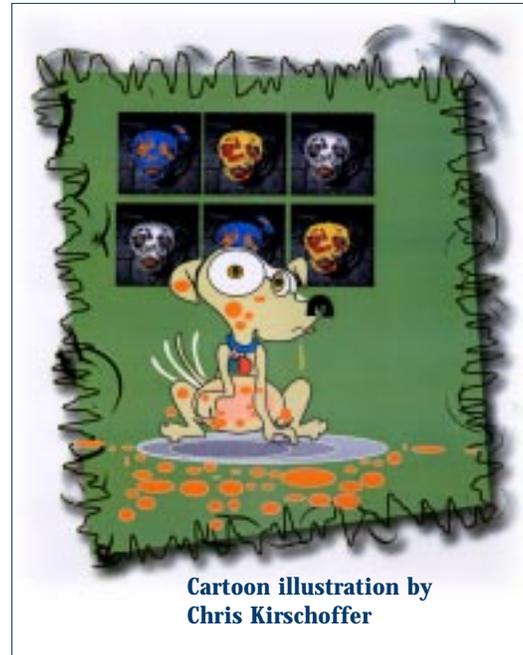
Each semester student evaluations are conducted on all instructors within the Visual and Performing Arts Division. Copies of the students' evaluation and candid responses are sent to the Division Assistant Dean and the instructors themselves. The Division Assistant Dean reviews these evaluations for positive responses and instructional concerns. If there are issues which continue to be noted on student evaluations the Dean, after discussion with the lead faculty member, and the instructor meet to discuss potential strategies to address the concern. Additionally, each semester the Division Assistant Dean and/or faculty member observe classes and provide a critique of the particular instructional activity. The Division Assistant Dean is always engaging students in conversation to glean their assessment of the instructors and materials. Finally, direct oral student feedback and commentary is never scarce in our program or division.

INSTRUCTOR EVALUATION: Strengths and concerns

Strengths and weaknesses of the faculty in the Graphic Design program are one and the same. Our strength lies with a faculty composed of a diverse population of extremely gifted and experienced teachers, professional designers and business people. The weakness lies with the fact that the majority of these instructors are adjunct faculty members who provide excellent instruction but have little opportunity to interact with or learn from one another. With future staff development activities we hope to bridge this gap.

STUDENT ADVISING: Strengths and recommendations

- The Advising Office remains current on changes in the program requirements and works closely with instructors to ensure students enroll in courses that will meet their career and transfer needs. Every effort is made to consider students' prior learning experiences to eliminate redundancy of skill development courses.
- Advisors are prepared to assist AZ TechPrep students enter directly into advanced classes in the Graphic Design program through articulation agreements determined by YC and high school instructors.
- The Employment Services Coordinator assists graduating Graphic Design degree students in job search skills and preparation. This is done through participation in ART 232/Portfolio Development activities and individual counseling.
- Many of the faculty teaching Graphic Design courses are working professionals and can inform students of skills needed in a particular design field. Fulltime faculty work closely with students in the program to individualize their coursework to provide skills needed for a particular career focus. New courses are being developed to address student needs. See pages 3, 7, and 8 for details.
- The Employment Services Coordinator, the Graphic Design Program Coordinator, and the Digital Photography instructor are in the process of developing ongoing internship opportunities to help transition graduates into the workforce.
- A recent Graphic Design Graduate Survey yielded too few responses to obtain an accurate picture of graduate satisfaction with their education. Need to work with Institutional Research to develop a more comprehensive mailing list for transfer students and graduates of the program.



Cartoon illustration by
Chris Kirschoffer

GRADES

See appendix for a summary of grade distributions for courses required in the program.

ASSESSMENT INDICATORS

See charts featured throughout this document.

PRODUCTS AND SERVICES

- One of the major products of the Graphic Design program is *Threshold Creative Arts Magazine*. The magazine features the work of YC students in all art-related classes districtwide as well as works from YC creative writing classes. The magazine has been produced by the department for over 21 years; current run is 1,000 copies. The books are distributed throughout the district and are used for recruitment purposes and inclusion in students' portfolios.

Recommendation: Form an advisory committee of representatives from English, Graphic Design, Advancement, and Recruitment to oversee the focus of *Threshold* and to develop marketing strategies that will reach a broader audience.

- Other products developed by Graphic Design students include English Department marketing materials, and event flyers for the Music and Athletic departments. Students have also developed print collateral for local nonprofit agencies. A project for Dress-A-Child will be included in the Spring 2001 course syllabus for ART 234/Advanced Electronic Projects.
- Advanced students serve as graphic production interns for *The RoughWriter* student newspaper. They provide overall design and layout for the newspaper and coordinate with local printers to produce the finished product. Other Graphic Design students provide illustrations for *The RoughWriter*. This will be an ongoing internship providing valuable work experience for students and a professional quality newspaper for the college.

ADDRESSING FUTURE TRENDS WITHIN THE INDUSTRY

Graphic Design is an expanding field with good employment opportunities. Graduates of our program have the skills necessary for entry-level positions within the field. Networking and portfolio building provide most of the opportunities for advancement at all levels of experience. Digital technology has increased the range of employment possibilities within the field of graphic design. Graduates will find many applications for the skills learned in our program. See page 4 for a sample of the job titles within the field.

Proposed curriculum changes noted in this document will address anticipated needs for graduates in the near future. The field is growing and changing quickly. We plan to work closely with our Advisory Group, state universities, the Employment Services Coordinator, and employers within the state to provide graduates with current skills needed for transfer and employment opportunities.

A recent study done by Gary Marx, president of the Center for Public Outreach, lists two factors that will affect society in general and our future Graphic Design graduates in particular. According to Marx, educators in the 21st Century will need to address these trends and adjust instruction to meet new challenges:

1) Continuous improvement and collaboration: Our graphic design students must learn not only skills needed today. They also need to learn how to self-evaluate and upgrade their skills throughout their careers as designers. Students will also need to develop communication skills to prepare for the growing trend of collaborative work opportunities. (See Advisory Group minutes in appendix.)

2) Technology will increase the speed of communication and the pace of advancement or decline. Among the challenges for our Graphic Design program in the future will be to continue to offer state-of-the-art high-tech vocational education—essential in the Graphic Design field, now and in the future.

Source: Educational Research Service bulletin: "Ten major societal trends that will have a profound impact on schools in early 21st Century."

CONCLUSIONS

The success of our program is dependent on change. This review process afforded us the opportunity to analyze our program and focus on the most fundamental needs for responsible and reasonable adaptation and development. One measure of success is growth and interest. Until this year, one of our concerns was meeting the needs of those students interested in the fundamentals of fine art, commercial and digital photography. This year new resources were allocated to fund a fulltime commercial and digital photography instructor. This addition to the faculty was fortuitous, timely and has enabled our program to meet the growing interest and industry demand for proficient photographers.

Now, to meet the goals of our employment and transfer programs our objectives for the coming years will be to:

- Revise all emphasis areas in the Graphic Design Degree Program to reflect current and future skills needed to be successful in the design industry.
- Revise the Advanced Graphic Design Certificate to reflect the basic requirements for an entry-level design position in small print firms.
- Explore the feasibility of developing a basic graphic design certificate for administrative assistants, office managers, and small business owners. Anecdotal evidence has been gathered to support this certificate; work in concert with IR to develop a survey instrument to determine needs of community members in jobs that require design skills but are not traditional design positions.
- Explore ways to maximize our students' experiences at YC to prepare them for NAU's program without sacrificing the broader employment emphasis of our degree program.
- Develop partnership with ASU East for easy transfer of all graphic design program credits.
- Collaborate with YC English department and ASU East to develop a Technical Writing and Graphic Communication certificate that will transfer directly into the four-year degree at ASU East.

Our primary concern now in the Graphic Design program exists in the Division computer lab. In order to keep current with industry standards and thus prepare our students for successful employment, we need to provide more opportunities for instruction and supported lab time on the computer systems. This semester alone more than 160 students participate in courses which are dependent upon the computer software and equipment in the computer lab. We have only 14 computer stations in the lab. Not only do we need to increase the number of stations in our lab but we also need to provide access to the computer systems in a safe environment. Our current setup does not meet the industry standard for safe computer operation.

To meet the goals of our employment, transfer, and community needs, our objectives for the coming year will be to explore the possibilities to:

- Free up computer space in the current Visual and Performing Arts instructional lab by removing the keyboards used by the Music Department. Increase computer stations from 14 to 22 in existing space.
- Create a second instructional computer lab with 22 computer stations, to increase our capacity to offer more sections of current courses and add other computer-rich courses such as web animation to our curriculum.

Technical support and supervision in the computer lab is an intrinsic part of this growing need. The Lab Supervisor must accomplish the supervision, maintenance, and management of the hardware, software, part-time employees and support instruction on a part time basis. With potential growth developing from the photography program and community interest in Graphic Design, demands in the lab can only increase. We need fulltime supervision in the computer lab. With a fulltime lab supervisor not only can we provide better trained and more support for students, we can also create staff development activities and workshops for fulltime and adjunct faculty.

With continuous self-reflection and assessment and the support for growth and development, we can better fulfill our goals to enhance the learning experience of our students, provide an excellent education in Graphic Design, and thus prepare individuals for success in the workforce and community.

APPENDIX

Yavapai College Graphic Design Program Advisory Group

January 4, 2001—11:30 am–1:00 pm

Committee Members

Richard Prow, The Color Factor

Donna Beeson, Prescott Newspapers, Inc.

Katie Baird, Loose Ends

James Forsmo, Freelance designer

Warren Parkes, Photographix

Brian and Alina Stauffer, Log Cabin Studios

Karen Winton, YC Graphic Design major

Randy Rowe, YC Graphic Design major

Ginger Johnson, YC Employment Services Coordinator

Bonny Stauffer, YC Graphic Design instructor and program coordinator

Agenda

Lunch, introductions

Feedback on the following questions:

- ✦ What is the main focus/target of your business?
- ✦ What are the significant trends in the graphic design industry as a whole?
- ✦ What experiences and skills do you think faculty members should have in order to prepare students for a career in graphic design?
- ✦ How can we best prepare YC students for the industry as a whole and your type of business in particular?

Yavapai College Graphic Design Program Advisory Group Meeting January 4, 2001–11:30 am -1:00 pm

Committee Members Present

Richard Prow, The Color Factor

Katie Baird, Loose Ends

James Forsmo, Carlton Design Group

Karen Winton, YC Graphic Design major

Randy Rowe, YC Graphic Design major

Ginger Johnson, YC Employment Services Coordinator

Bonny Stauffer, YC Graphic Design instructor and program coordinator

Significant Trends in the Graphic Design Industry

1. Virtual Collaboration & Networking
 - Outsourcing of various parts of projects is used extensively
 - Networking within and outside of the Graphic Design industry
 - Increased networking with other specialists for technical, marketing or business expertise (examples: media buying and special events promotion coordination).
2. Increased use of Service Bureaus
3. Increased opportunities in the field of web design, however field is extremely volatile
4. Modern technology allows home-based and small businesses to produce high-end products and to compete successfully for a large range of clients

Experiences and Skills needed in Graphic Design Faculty Members

1. Real-world graphic design experience and ability to share that experience
2. Thorough knowledge of design
3. Ability to present students with real-world design projects
4. Ability to teach self-promotion and presentation skills to students

How can we best prepare students for the industry?

1. Bring in outside experts from the industry—provides alternative viewpoints and opinions for student consideration
2. Encourage students to volunteer in the community and/or to join local groups to start building up a personal network of possible future clients. Build relationships.
3. Create an internship class that will be offered as part of the Graphic Design program. The students will receive credit for the class and the scheduling of intern hours will be flexible.
4. Encourage students to keep up with current technology and to keep learning
5. Give students an awareness of the financial commitments involved in the industry—new software and hardware upgrades
6. Create workshops designed to educate students in specific areas of graphic design and related fields, such as marketing, accounting or office management & skills. Encourage students to take classes in these related fields and to learn a wide variety of non-graphic design specific software.
7. Encourage students to be aware of opportunities that are indirectly related to graphic design, such as working in the office of a graphic design or printing firm. Students should be willing to transition into the job they really want.
8. Remind students to bring their own background and experience to their work. This will be a good network building tool.
9. Teach students how to build a business plan.