

3rd Draft

Pierce College

Graphic Design / Multimedia Program Review 2006

Purpose of this Program

Graphic designers—or graphic artists—plan, analyze, and create visual solutions to communications problems. They decide the most effective way of getting a message across in print, electronic, and film media using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. Graphic designers develop the overall layout and production design of magazines, newspapers, journals, corporate reports, internet website and other publications. They also produce promotional displays, packaging, and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems—called environmental graphics—for business and government. An increasing number of graphic designers also are developing design and production material for internet web sites and pages, interactive media, and multimedia projects. Graphic designers also may produce the credits that appear before and after television programs and movies.

The first step in developing a new graphic design is to determine the needs of the client, the message the design should portray, and its appeal to customers or users. Graphic designers consider cognitive, cultural, physical, and social factors in planning and executing designs for the target audience. Designers gather relevant information by meeting with clients, creative or art directors, and by performing their own research. Identifying the needs of consumers is becoming increasingly important for graphic designers as the scope of their work continues to focus on creating corporate and organization communication strategies in addition to technical design and layout work.

A graphic / multimedia designer must be able to synthesize input from a number of different sources into a distinctive image, using research to produce a variety of sketches and models which demonstrate different approaches to a product. This takes a person who can listen to comments, has a good eye for aesthetic design and an understanding and flair for color also use a good understanding of the needs of the corporate world. Nearly all respondents listed communication skills as either second or third in importance for success in this profession.

Graphic designers use a variety of graphics and layout computer software to assist in their designs. Designers creating web pages or other interactive media designs also will use computer animation and programming packages. Computer software programs allow ease and flexibility in exploring a greater number of design alternatives, thus reducing design costs and cutting the time it takes to deliver a product to market.

The Graphic Design / Multimedia Program at Pierce College have two options: a two year Associate in Graphic Design has the goal to train students for a career in graphic design and related careers. This is accomplished through two career paths: one to train students for transfer to university in graphic design or multimedia; the other to prepare

students for employment as Graphic Designers, Production, Computer Operators, Desktop Publishers, Creative / Art Director, Layout Artist, Brand Identity Design, Logo Designer, Flash Designer, Illustrator, Photo Editing / Photoshop Artist, Multimedia Designer, Prepress Technician and Web Designer. The target population is to cast a wide net; day and evening students, students seeking to become graphic / multimedia designers, students seeking to train in careers in the graphic design and multimedia related industries and graphic design and production professionals who wish to update their professional skills.

The Art Department plans to enlarge its course offerings and allocation in multimedia. Pierce College is located in the entertainment / multimedia center of the world. Should we not be preparing students for this industry within our own community? One of the main confusion and limitations at the college in relation to multimedia is that at Pierce we have at least three departments offering multimedia types of classes: CAOT Computer Applications and Office Technologies, CSIT Computer Science and Information Technology, and The Art Department. Each of these departments is offering similar classes- Adobe Photoshop- Digital Photography, Dreamweaver- Web Site Production, and Flash- Web Animation. There is the belief that there is competition among these departments for students and duplication and quadruplication of effort. Without this internal competition the college would have the resources to give the students a greater breath of experience in multimedia. An example of this is Photoshop; it takes more than one semester to fully grasp the program but none of these departments offer an intermediate or advanced Photoshop. We are not teaching digital video editing or sound editing. Wouldn't classes like this benefit the student going in to commercial multimedia?

The Graphic Design and Multimedia Program Level Mission:

1. Provide an environment where students think critically and display an awareness and sensitivity of the dynamic relationship between the environment and themselves;
2. Maintain and provide effectively apply the fundamental art skills to graphic design and multimedia projects;
3. Provide effective instruction through current and relevant courses;
4. Provide courses that keep us on the leading edge of graphic design and multimedia, digital communication, technological and digital innovation;
5. Provide courses that enable students to communicate effectively, visually, verbally and graphically including critical thinking and design explorations;
6. Provide occupational / vocational programs to enable students to develop skills which can lead to employment, job advancement, certification, or the associate degree;
7. Provide transfer programs to enable students to continue upper division work at accredited four year universities and institutions.

Student Learning Outcomes

Graphic Design Program Level Anticipated Student Learning Outcomes –

- Recognize the elements and principles of graphic design.
- Produce projects by utilizing research, planning, analyzing, and creating visual solutions of graphic design.
- Critically develop awareness of what good graphic design is.
- Execute computer graphic design skills using vector illustration, digital imaging and page layout software.
- Exhibit a working knowledge and ability to utilize formal and relational design elements including type, line, space, rhythm, balance, repetition, contrast, value, color, and symmetry.
- Recognize and execute cognitive, cultural, physical, and social factors in planning and executing designs for a target audience.

The Graphic Design and Multimedia Program

Methods to evaluate the quality of student learning:

The usual method utilized within the department to evaluate learning outcomes is evaluation of **students' portfolio of projects** from the various courses within the program. Each course is project based with a **series of projects** designed to show mastery of skills defined as course learning outcome goals. The department is in the process of developing an **on-line gallery of student's work** from the various classes in the discipline to **demonstrate the level of skill** achieved in the coursework to the greater community and college. The assessment methods utilized in various classes to determine how students are performing will be a defined rubric of benchmark goals that students are to achieve within each project. The information about the quality of learning that is shared and used by department decision making is mostly within dialog between department and instructors and used to refine the design for projects and how they demonstrate learning. **The Student Learning Outcomes have been incorporated into some of the course outlines of record and syllabi and will be hopefully completed within the next year.**

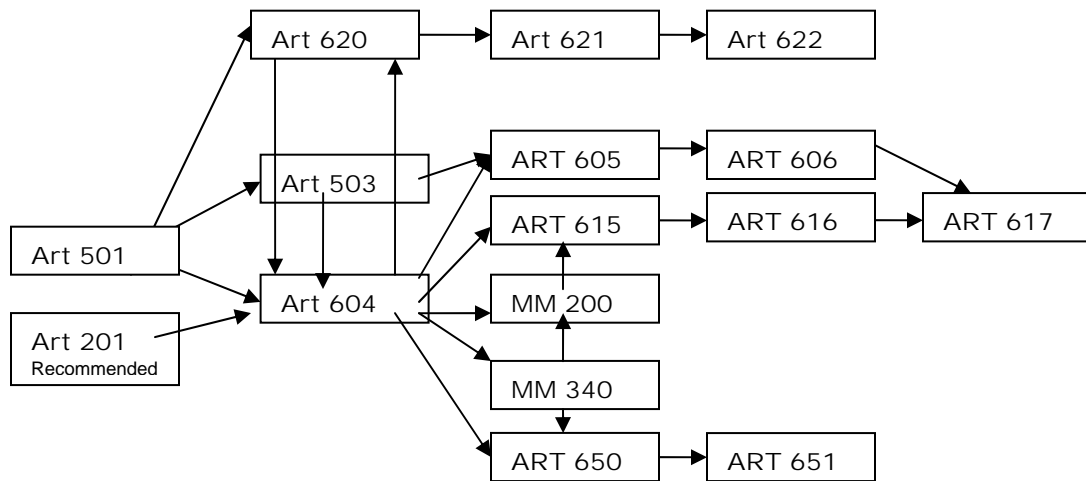
The department has primarily used the evaluation process to change pedagogy. Instructors have used this evaluation to **refine the design for projects** to further demonstrate the quality of student learning outcome goals.

Student Learning Outcomes have been included within many of the syllabi and some **grading rubrics have been adopted**. Through the examination of student learning processes, the art department is **planning to institute** (in 2007) Art 501, 2-D Design as a recommended prerequisite/corequisite for many studio courses.

The department / discipline plans for improving student learning within the program as a whole. The hope is to have a greater number and variety of courses so the students can gain a breadth of experience in this diverse and challenging field.

Another way the department hopes to improve student learning is by creating opportunities to **foster a community** among the students within the program. This will be created by initiating an on-line student gallery of work and **bulletin boards for peer evaluation and discussion.**

Graphic Design / Multimedia Curriculum



Course Outlines

The department has started to develop the task of revising the numerous course outlines of record the department utilizes including Student Learning Outcomes. This has been done with Art 501 and 604. We plan on completing the course outlines during 2007. In department plans to increase the range of courses by adding classes such as video editing, desktop publishing, electronic video gaming, and animation courses to the curriculum. Class syllabi reflect changes in the course outlines of record. Courses that utilize faculty and course web pages are: Art 604, Multimedia 200 and 340.

In the department the students are regularly surveyed to gain information on their preferences for: best day and time, how many days per week, day vs. evening, Saturday classes, types of classes, was the class you tried to get into full?, what other types of classes would you like to see? For example the modularization of the Art 708-711 into time blocks that meet students needs so they can choose the best method of scheduling for them is a desirable goal.

The department does utilize classic design studio means to present coursework. This usually involves first lecture and demonstrations. Then there will be an assignment of a project which will demonstrate the student's skill and understanding of the concepts for the Student Learning Outcomes. The class will then discuss their performances of their

projects in relation how they meet the defined goals for the assignment. This is a newly developed method for the instructor to grade projects with a defined rubric or structure for these projects so the students understand their performance on the projects. Through this structure the instructors of the use and impact of collaborative learning, project-based learning, and instructional technologies both in and out of the classroom, holistic approaches to instructional and grading. Recently the department has been attempting to include more writing tasks for students. In these classes the students are writing their responses to the projects trying to define their goals in a written form.

In Art 501 and Multimedia 200 students are posting their projects of the internet for these classes and having discussion boards critically analyzing each others projects. Now that the department has a computer lab course are utilizing research on the internet for projects.

Action Plans

Future Directions

Long Term Goals (5 to 10 years)

- *Due to the loss of the Technology building the department needs to seek additional computer labs for Multimedia, Graphic Design and Architecture to offer more and varied coursework.*
- *To secure a fully functional program the department seeks a full-time hire in Multimedia.*
- *Expand program into other areas of Multimedia with certificates: Video Gaming, Video Editing, Compute Animation, and Special Effects.*

Short Term Goals (2 to 4 years)

- *Pursue alternative to lost Multimedia computer labs that was to be in Technology Building for Multimedia, Graphic Design and Architecture so these programs are to offer a more diverse range of classes
(This goal references to Pierce College goals #5)*
- *Department will advocate to insure multimedia computer lab access during Art Department Prop A & AA building renovations. (Projected for August 2008)
(This goal references to Pierce College goals #5)*
- *Create a Multimedia Associate in Arts degree and Certificate that is Interdepartmental/discipline based (Art/ COAT / CSIT / Media Arts).
(This goal references to Pierce College goals #1)*
- *Have more allocation for course so students can have a greater breath of classes.
(This goal references to Pierce College goals #1)*

- *Rotate certain classes so students can have a greater breath of classes.
(This goal references to Pierce College goals #1)*
- *Have yearly advisory committee.
(This goal references to Pierce College goals #1)*
- *Create a student gallery with examples of graphic design and multimedia student projects from the various classes.
(This goal references to Pierce College goals #1 & 9)*
- *Through email have faculty advisors from the adjunct instructors.
(This goal references to Pierce College goals #1)*
- *Establish message board to communicate Pierce College Graphic Design / Multimedia Program issues.
(This goal references to Pierce College goals #1)*
- *Introduce a video editing course with Media Arts.
(This goal references to Pierce College goals #1)*
- *Introduce a desktop publishing course.
(This goal references to Pierce College goals #1)*
- *Replace older G4 Macintosh computers in the computer lab.
(This goal references to Pierce College goals #5fr)*

Annual Goals

Plan for assessment of specific course-level Student Learning Outcomes in the Department's goal set for the next year.

After the department further defines the departmental Student Learning Outcomes are as a whole we will then incorporate those into the individual courses.